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ABSTRACT

The study described in this report was conducted to determine whether the present mix of vocational-technical and adult educational programs and services at Northeast Iowa Technical Institute (NITI) was optimal in meeting the needs of the constituents and clients of the college. Particular attention was given to the question of whether NITI would best serve its constituent communities as a vocational-technical institute or as a community college. Section I presents introductory materials, including an overview of the study and its purpose, project management, scope, constituencies involved, terms used, study design, assumptions, and limitations. Sections II through VIII present the findings of surveys conducted among high school seniors, current NITI students, NITI alumni, area businesses, NITI program advisory committees, area householders, and NITI staff. A summary, conclulsions, and 50 recommendations are presented in section IX, focusing on student recruitment, marketing and counseling, college support services, curricular subjects, staff development, and community college status. Parallel studies and references are presented in sections X and XI. Appendices contain comments from the survey respondents. (EJV)

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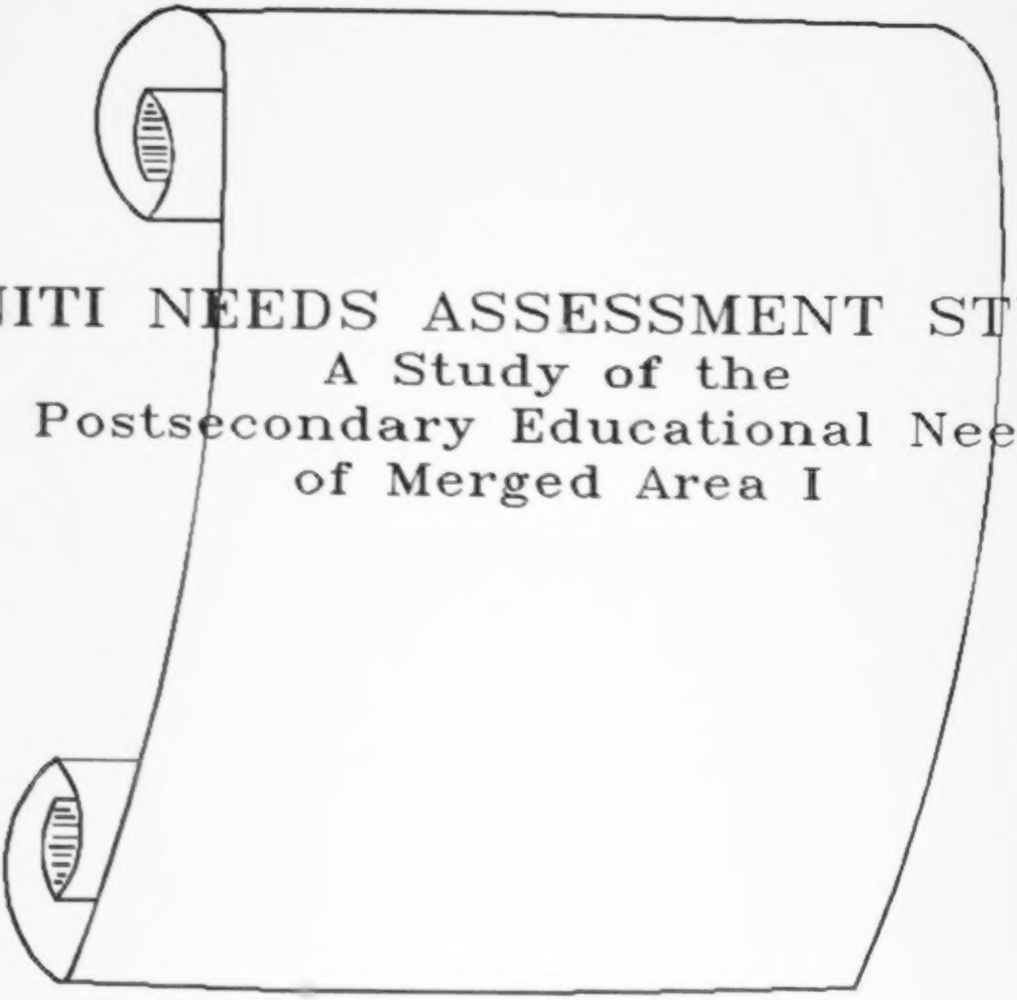

NITI NEEDS ASSESSMENT STUDY

A Study of the Postsecondary Educational Needs of Merged Area I

by
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October 30, 1987

JC 870 477

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I. INTRODUCTION

A. Overview and Purpose

Public two-year colleges are community-based and performance-oriented. The first term means that the mission of the college should be determined by the needs of the community. The second term indicates that the college should monitor the effect of its programs and services on the various individuals and communities it serves. It is within this framework and perspective that the current Needs Assessment Study was conducted. The purpose of the study was to examine the constituents and clients of Northeast Iowa Technical Institute to determine if the present mix of vocational-technical and adult education programs and services is optimal in meeting the needs of the residents of Merged Area I. Particular attention was given to the question of whether NITI would best serve its constituent communities as a vocational-technical institute or as a community college.

Increased pressures on the college from the crisis in the Iowa economy, shifting enrollment patterns and the intensified competition among college graduates for jobs make it now more important than ever for the college to assess its educational impact. The impact of the college may affect a variety of individuals and groups:

- future students, current students, and former students;
- area businesses, major employers, and the business / labor / professional leaders serving on NITI program advisory committees;
- area householders and taxpayers;
- current NITI staff;

Thus, the NITI Needs Assessment Study conducted by Iowa State University investigated these groups' awareness and use of NITI programs and services, the extent to which NITI is meeting the needs of these groups, and the extent of any unmet needs. Particular attention was given to the potential need for additional general education within the curriculum and the local demand for arts and sciences subjects as an integral part of the NITI mix of programs and services. A series of specific questions were posed to each constituent group regarding the value of a public comprehensive community college for Merged Area I. Each question addressed a different and historically distinct role served by a community college.

The information generated by the NITI Needs Assessment Study may be useful in a number of additional ways:

1) Written comments and interview data from constituents may be used to review the effectiveness of existing programs and to examine the potential for new ones;
2) Student services personnel may use study findings to improve their student recruitment program;
3) Information collected from faculty and staff may be used to improve college public relations;
4) It was found that certain segments or constituent groups of Area I lacked awareness of institutional services and facilities, consequently the NITI and other colleges within Area I may unite to initiate a program to improve public understanding of the scope of higher education opportunities, programs, and services within the Merged Area;

5) Since it was found that certain segments or constituent groups within Area I are particularly satisfied with the educational programs and services NITI offers, this information may be used to enhance public understanding of NITI to the region relations;

6) Information concerning where and how people learned about NITI and its programs may be used in improving promotion, marketing, and public relations;

7) The study should provide an objective, impartial basis for a NITI program to explain its present and future mix of programs and services to those community educators who may not have previously understood them.

B. Project Management

The assessment of postsecondary educational needs in Merged Area I was conducted with the advice and consent of the Acting Superintendent/President of Northeast Iowa Technical Institute and other chief administrative officials of the institution. The study was commissioned in the Fall of 1986 by the NITI Board of Directors. The NITI administrative council was consulted in January 1987 regarding the following activities in the development of the study:

- Determining the scope of the study
- Involving constituencies
- Designing the study
  - Adaptation of data collection tools from comparable studies;
  - Developing and drawing samples of constituent populations;
  - Developing and maintaining a plan of action for the study;

- Scheduling of interviews, questionnaire distribution and collection;

* Managing the study.

Although these activities are described separately below, many were performed concurrently (for example, the Needs Assessment Study Team refined and edited certain questionnaires while the Needs Assessment Study Advisory Committee reviewed and validated others previously approved by the Study Team).

The role of the project leader was crucial to the success of the study. The following points guided the relationship between the project leader, Dr. Ratcliff, and the professional staff of Northeast Iowa Technical Institute:

* The role of the project leader was clearly defined and articulated to all segments of the NITI college community;
* Because an assessment of community needs was a direct link to the constituents of Merged Area I, the project director reported directly to the Acting Superintendent/President of Northeast Iowa Technical Institute on all actions of the Study;
* The necessary resources, including staff, printing, and postage for the distribution of questionnaires to District high schools was provided to the project leader by Northeast Iowa Technical Institute. The Acting Superintendent/President and the NITI Study Team worked with District high school personnel to secure cooperation in the distribution, conduct and collection of survey data from high school students. Likewise, the NITI Study Team provided lists of advisory committee members, alumni, and current NITI staff to the project director for the purposes of including these groups in the study.

C. Scope of the Project

The following three parameters define the preliminary scope of the study:

- **Geographic area:** Merged Area I
- **Populations studied:** area high school seniors, current NITI students, NITI alumni students, area householders, area businesses and major employers, NITI program advisory committee members, and NITI college professional staff.
- **Needs to be assessed:** college-level arts and science, vocational-technical and adult educational demand for credit courses and programs; demand for comprehensive community college status.

D. Constituencies Involved

As a community-based, performance-oriented institution, Northeast Iowa Technical Institute involved constituents, internal and external to the institution, during the needs assessment process. Such involvement not only provided valuable advice but also garnered support and enhanced community understanding of the institution. Two groups were involved in the Needs Assessment Study: the NITI Study Team and the NITI Needs Assessment Advisory Committee.

The NITI Needs Assessment Study Team was comprised of NITI administrators, student services personnel, faculty and students. The role of the Study Team was to review and advise the project director of the validity and reliability of the needs assessment instruments and procedures, based on their working knowledge of the college environment. Members of the NITI Needs Assessment Study Team are listed below:

NITI Needs Assessment Study Team

Name	Position
Jim Arneson	Director, Peosta Campus
Ron Cummers	President, Peosta Student Senate
Jane Forster	Director, Continuing Education
Nancy Glab	Instructor, Nursing Program
Teri Hill	Instructor, Secretarial Program
Holly Hoffert	President, Calmar Student Senate
Paul Kaiser (ex officio)	Acting Superintendent/President
Georgie Klevar	Coordinator, Continuing Education
Larry McDonough	Coordinator, Counseling
Phil Parman	Chairperson, Trades and Industry
Darwin Schrage	Director, Career Education

The NITI Needs Assessment Advisory Committee consisted of business, labor, civic and educational leaders drawn from throughout the Merged Area I District. The Acting Superintendent/President and the administrative council selected the Needs Assessment Advisory Committee. Except for the Acting Superintendent/President, who chaired the group ex officio, and the project director, this Advisory Committee group consisted of community leaders from outside the institution. Members of this group included:

NITI Needs Assessment Advisory Committee

Name	Position
Robert Buckner	Superintendent, Central Community Schools, Elkader
William Drake	Professor, Mathematics Upper Iowa University
Howard Pigg	Superintendent, Dubuque Community Schools
Everett Roland	Union Produce Co-operative, Ossian
Robert Runde	Business Representative, Machinist's Union 1238
Walter Sauer	Attorney-at-Law Oelwein
Ken Townsend	President, Thermolyne Corporation
W.D. Willer	Executive Vice President, Decorah State Bank
Gerald Wilson	Physician Waukon
Paul Kaiser (ex officio)	Acting Superintendent/President Northeast Iowa Technical Institute
Kathleen Kotscher (ex officio)	Member, Board of Directors Northeast Iowa Technical Institute

Members of the Advisory Committee were nominated by the NITI administrative council from the above categories of leaders in a January 1987 meeting with the project director. Then, the Acting NITI Superintendent invited each of the nominees to participate in the Advisory Committee. The role of the Advisory

Committee was to review and advise the project director of the validity and reliability of the needs assessments instruments and procedures, based on their working knowledge of the business, civic, and educational communities and institutions within Merged Area 1.

Each questionnaire used in the study and each procedure used was first reviewed by the internal NITI Study Team. Once the revisions and editing suggested by the Study Team had been incorporated, the questionnaires and procedures were then reviewed and edited by the NITI Advisory Committee. Through this two step process, each question and each method used in the Needs Assessment Study was evaluated for fairness, accuracy and appropriateness. Specifically, each group:

* provided reactions to proposed questions and procedures used in the study;
* identified key issues and sources of information;
* suggested populations to be surveyed or interviewed; and
* will help disseminate the findings of the study, once completed and approved for release by the NITI Board of Directors.

The Study Team and the Advisory Committee assisted the study in a number of ways. They assisted in the pilot testing of data-collection instruments, including interview forms and survey questionnaires. Leaders within each group were selected to promote understanding and acceptance of the study with their colleagues. Likewise, students, college staff, or high school administrators on the advisory groups assisted the project in the collecting data from the population they represented by suggesting procedures, promoting understanding among their colleagues and facilitating details of the activity.

E. Terms used

Area, region or district: These terms are used synonymously to refer to the legal boundaries of Merged Area I, and to the citizens, businesses and students residing therein.

College: Used generically in this report to refer to any two-year or four-year college or university. Includes postsecondary vocational technical institutes and business colleges as well.

Community college: A local, publicly-supported institution of higher education. Offers curriculum in arts and sciences, vocational technical education and adult and continuing education. Offers associate degrees and vocational technical diplomas and certificates for education up to and including the first two years of a bachelors degree program.

Two-year college: Used generically in this report to refer to any publicly or independently supported institution of postsecondary education offering up to two years of vocational technical, business-related, or arts and sciences programs. Includes Hamilton Business College, Hawkeye Institute of Technology and Clinton Community College, as examples.

Vocational technical institute: A local, publicly or independently supported institution of postsecondary education. Offers curriculum in vocational technical education and adult and continuing education. Offers associate of applied science degrees, diplomas and certificates for up to two year of postsecondary education. Includes vocational technical institutes, such as NITI, and business colleges, such as Hamilton Business College.

F. Design of the Study

1. Data Collection Tools

A first step in the study was a meeting with the advisory groups to review and refine the scope of the project. Refinement involved reassessing the project parameters (geography, populations to be surveyed, and the types of needs to be assessed) to insure that the results provided the information NITI needs and can use. These preliminary meetings were held in February 1987.

After the scope of the study was refined, final decisions were made by the project director concerning the sampling, personnel, and scheduling for the project. The choice of data-collection tools was determined by the type of information desired, the project parameters, the quality of information desired, the funds allocated, and the availability of college staff to assist the project director. Three sources of records were used in developing the study -- pertinent college records relative to programs and services, surveys of area high school seniors, NITI current students, alumni, program advisory committee members and area householders; area businesses were surveyed and interviews with major employers of the area were conducted.

These three data-collection tools do not all produce the same quality of information. Therefore, in this final report the project director has made judgments relative to the quality of information acceptable to the project goals and has established and stated the degree of specificity of information gathered by each tool. Sometimes, college records created for other purposes did not conform to the information needs of the study. For example, it was desirable to draw a sample and analyze NITI alumni according to county and community within the NITI district; however, that data had not been collected or organized by the college in such a fashion. Much of the data reported from this study was information collected through survey instruments distributed to staff, students, high school students, and the like. Such surveys can be biased by the self-selection of the respondents. Therefore, those surveys of the population (high school seniors, current NITI students, major employer interviews, NITI advisory committees) held stronger validity in response than responses from populations were sampling procedures were required (area householders, area businesses, alumni). Nevertheless, sufficient responses were received from each of the groups sampled to make statistically accurate generalizations. The validity of each sample was determined in comparison to the population from which it was drawn; with minor exceptions (which are noted in this report), the profile of respondents paralleled those of the general population. The project director evaluated the information generated by each of the sources used in this study. He integrated the data so that the quality of assessment was appropriate to make valid observations about the present and future needs for college-level programs within Area I.

2. Sampling

The study relied on survey sampling techniques to assess the educational needs of a number of constituencies of Merged Area I. A survey sample represents a subgroup of elements (for example, a group of students) selected from a large population (for example, all the students enrolled in a large high school) to obtain information. Most college needs assessment surveys have used sampling for three reasons. First, it is less expensive to survey a sample of a large population. Second, sampling reduces time needed to collect and process data. Third, sampling is usually more efficient than surveying the entire population, since it permits the development of higher-quality instruments and produces more manageable data.

The following sampling techniques were used for the corresponding NITI constituent groups, resulting in the indicated number surveyed, usable returned questionnaires, and the resulting rate of return response:

Population	Technique	Number	Return	Rate
- High school seniors	Total population	3,285	2,571	82.9%
- NITI students	Total population	876	685	78.2%
- NITI alumni	10% random sample	954	307	32.2%
- Area householders	10% random sample	7,992	2,570	32.2%
- Area business people	10% random sample	965	217	22.5%
- Major employers	Selective, interviews	16	16	all
- NITI program advisory committees	Total population	327	217	66.4%
- NITI staff	Total population	204	180	88.2%

3. Project Timeline

Phase or Task	Persons Involved	Outcome	Date Accomplished
Decision to conduct study	NITI Board, Senior administrators	Memorandum of agreement w/ISU	November 1986
Form project advisory groups	NITI Board, Senior administrators	Groups formed	December 1986
Refine project scope	Project director, advisory groups	Scope of study described in writing	January 1987
Design study	Project director, advisory groups, college president	Study methods, procedures and schedule specific	February 1987
Data collection	Project director, advisory groups,	Data collected	March-April, 1987
Tabulate and and analyze	Project director	Results in tabular/ analytical form	May-September, 1987
Develop Final Report/Disseminate	Project director	Reports developed and distributed	August-November, 1987

G. Assumptions and limitations of the Study

The purpose of the study reported was to determine the present and future needs of the constituents of Northeast Iowa Technical Institute. It was assumed that survey respondents gave their opinions honestly and accurately, and that they were not unduly influenced by any major events occurring during March and April 1987, when the surveys were completed. In the few instances when survey responses were received which did not conform to these assumptions, they were omitted from the study and were so noted in this report.

The findings reported here indicate the need for certain types of postsecondary educational programs, services and activities. It was beyond the scope of this study to determine how best to provide these services or the financial efficacy of providing such services. In essence, the NITI Needs

Assessment Study was not a feasibility investigation, and therefore, the Board of Trustees of Northeast Iowa Technical Institute is advised to commission financial feasibility studies for all major programmatic or service changes it may choose to adopt as a result of this study.

H. Organization of the report

The constituents surveyed divided into distinct groups. The first group included students: the past, present, and future students of NITI (high school seniors, current students, and alumni). Together, these three constituent populations represented the progression of students through the institution and provided valuable insights into the present and potential demand for programs and services. Second, there were the major employers, area business and the labor, business and professional people serving on NITI program advisory committees. These constituent populations reflected those who hire the NITI graduate, who may rely on the college for training and retraining of workers, and who provide information regarding the desired technical and nontechnical knowledge, skills, and abilities of NITI students. The third group included the area householders, a substantial majority of which were also property owners and taxpayers in the Merged Area I. Householders not only represented the citizenry who support in part the operation of NITI, who vote on capital improvement bonding programs of the college, and also utilize the adult, continuing, and community education programs provided by NITI. Finally, there were the NITI staff, whose perceptions of students, programs and services rendered span many years of experience and yielded valuable information regarding the successful functioning of the institution. This report of the findings of the NITI Needs

Assessment Study has been so ordered as to reflect the interrelationships among constituents within these four groups.

I. Acknowledgments

Many individuals participated in the development and conduct of this study. A team of individuals at Iowa State University assisted in the preparation and distribution of the survey instruments including Janet Gardner, Daphanne Thomas, Nadine Beckwith, and Ted Bieber. These same individuals contributed many long hours to code the data from the survey instruments for computer analysis. Drs. Judy Grace and Carol Kay interviewed the major employers of Merged Area I and provided the preliminary analysis of their investigations. Nak Hon Lee was responsible for preliminary and secondary data analysis on the project. Ted Bieber and Daphanne Thomas provided crucial help in the development of the final report. While I thank each of these individuals for their assistance, without which the project would not have been successful, I alone must assume responsibility for the conclusions and recommendations presented in the report.

II. The High School Senior Survey

A. Introduction

An important constituency among those served by Northeast Iowa Technical Institute is its future students -- those among the graduating seniors of the public and private high schools of the district who may plan to enroll in NITI. Historically important reasons why many students choose a public two-year college are 1) the ability to live at home and attend college, 2) the reduced cost of a local public college, 3) the ability to attend school part-time while maintaining employment and an income, 4) the ability to explore and decide among vocationally-oriented and liberal arts curricula, 5) the ability to improve upon academic skills not gained in high school, thereby gaining a "second chance" to pursue a collegiate education.

Among the high school seniors within the NITI service area are students who hold one or more of the above factors important in their decision whether or not to attend college. It should be emphasized that there are other high school seniors whose circumstances permit them to be far more mobile in relocating to college campuses, who have definite interests in liberal arts or university baccalaureate programs, who have the financial means to choose among several colleges, or whose academic performance qualifies them for admission to any of a number of Iowa colleges. The survey questionnaire was designed to delineate those seniors who may be served or may prefer a public two-year college and those who may seek other forms of higher education (i.e., private liberal arts college, public university). As in the case of the other surveys used in this investigation, all questions were reviewed and edited, first by the internal NITI Study Team and then by an external Advisory Committee to ensure the appropriateness and fairness of the questions.

In the course of this investigation, all high school seniors in public and private high schools within the NITI service area were surveyed in April 1987. The surveys were administered by high school counselors to all seniors at a fixed time during one day to avoid duplication in responses. The responses from each class in each school were placed in an envelope or box, sealed, and returned to Iowa State University for data analysis. According the enrollment census provided by NITI student services, there were a cumulative total of 3,285 seniors in the 30 high school districts surveyed; 2,571 questionnaires were returned, indicating a response rate of nearly 83 percent. The response rate by high school is summarized in Table II-1. The gender, educational level of parents, self-reported grade point average and type of high school curriculum of the seniors surveyed is reported in Table II-2.

B. Table II-1. Survey responses by high school

High Schools	1987 Estimated Enrollment	Survey Responses		Response Rate
	Number	Number	Percent	Percent
Allamakee	135	119	4.6%	88.1%
Beckman	97	92	3.6%	94.8%
Central	65	66	2.6%	101.5%
Decorah	141	125	4.9%	88.7%
Dubuque	803	526	20.5%	65.5%
Eastern Allamakee	43	37	1.4%	86.0%
Edgewood-Colesburg	41	39	1.5%	95.1%
Fredericksburg	21	18	.7%	85.7%
Garnavillo	23	22	.9%	95.7%
Guttenberg	49	42	1.6%	85.7%
Howard-Winneshiek	130	98	3.8%	75.4%
Leo	30	28	1.1%	93.3%
Maquoketa Valley	68	58	2.3%	85.3%
Mar-Mac	33	28	1.1%	84.8%
M-F-L	34	29	1.1%	85.3%
New Hampton	138	104	4.0%	75.4%
North Fayette	99	71	2.8%	71.7%
North Winneshiek	35	23	.9%	65.7%
Notre Dame	19	17	.7%	89.5%
Oelwein	147	125	4.9%	85.0%
Postville	51	43	1.7%	84.3%
Riceville	50	42	1.6%	84.0%
South Winneshiek	70	64	2.5%	91.4%
Starmount	62	52	2.0%	83.9%
Turkey Valley	84	79	3.1%	94.0%
Valley	38	22	.9%	57.9%
Wahlert	336	267	10.4%	79.5%
West Delaware	157	123	4.8%	78.3%
Western Dubuque	200	167	6.5%	83.5%
Other	86	45	1.8%	52.3%
TOTALS	3,285	2,571	100.0%	82.9%

C. Table II-2. Profile of seniors surveyed

Profile of survey respondents	Number	Percent
Sex of respondent		
Male	1178	47.4%
Female	1309	52.6%
Mothers educational level		
Up to 6th grade	32	1.3%
Up to 9th grade	197	8.0%
High school graduate	1392	56.8%
Less than 2 years of college	273	11.1%
Less than 4 years of college	227	9.3%
Bachelors degree	244	10.0%
Masters degree	65	2.7%
Doctorate	22	.9%
Fathers educational level		
Up to 6th grade	57	2.4%
Up to 9th grade	404	16.7%
High school graduate	1199	49.6%
Less than 2 years of college	193	8.0%
Less than 4 years of college	159	6.6%
Bachelors degree	180	7.4%
Masters degree	149	6.2%
Doctorate	78	3.2%
High school grade point average:		
A- to A	412	16.7%
B to B+	590	24.0%
B- to B	482	19.6%
C to B-	579	23.5%
C- to C	271	11.0%
D to C-	105	4.3%
D- to D	23	.9%
Type of high school program enrolled in:		
Agriculture	132	5.4%
Business and commercial	400	16.4%
College preparatory	910	37.4%
General	685	28.2%
Trade, Shop or Technical	9	9.0%
Other	86	3.5%

D. Plans of graduating seniors

Of primary concern to this needs assessment are the proportion of graduating seniors who plan to attend college, who plan to attend a community college, who plan to attend a vocational technical institute (other than NITI), and who plan to attend NITI. Survey responses indicated that 1,648 graduating seniors (64.2%) had plans to immediately continue their education beyond high school, while another 525 students (20.5%) would probably continue their education beyond high school graduation at a later time. This response was in spite of the fact that only 37.4 percent claimed to be in a college preparatory curriculum. The results in Table II-3a show that up to 85 percent of graduating seniors intend to further their education beyond the secondary level. These results indicate slightly higher rates of students who plan to attend college than in the Previous Related Studies listed at the end of this report.

E. Table II-3a. Plans of graduating seniors

Number	Percent	Response
1,648	64.2%	Yes, I plan to continue my education immediately after high school.
525	20.5%	Yes, I probably will continue my education after high school, but not immediately upon graduation
222	8.6%	I am undecided at this time.
92	3.6%	I probably will not continue my education beyond high school.
80	3.1%	No, I do not plan to continue my education beyond high school.
2,567	100.0%	TOTAL
2,173	84.7%	Subtotal: Planning further education
222	8.6%	Subtotal: Undecided
172	6.7%	Subtotal: Not planning further education
4		No response
2,571	100.0%	Total

F. Table II-3b. College plans by high school

	Not attend college		Probably not attend college		Undecided		Enter college later		Enter college after h.s.		Total	
High School	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
Other	2	4.4%	0	.0%	1	2.2%	17	37.8%	25	55.6%	45	1.8%
Western Dubuque	7	4.2%	4	2.4%	13	7.8%	34	20.4%	109	65.3%	167	6.5%
West Delaware	8	6.6%	8	6.6%	8	6.6%	18	14.8%	80	65.6%	122	4.8%
Wahlert	3	1.1%	3	1.1%	15	5.6%	22	8.2%	224	83.9%	267	10.4%
Valley	0	.0%	0	.0%	3	13.6%	0	.0%	19	86.4%	22	.9%
Turkey Valley	3	3.8%	1	1.3%	9	11.4%	23	29.1%	43	54.4%	79	3.1%
Starmont	0	.0%	1	1.9%	4	7.7%	14	26.9%	33	63.5%	52	2.0%
So. Winneshiek	5	7.8%	4	6.3%	9	14.1%	6	9.4%	40	62.5%	64	2.5%
Riceville	1	2.4%	4	9.5%	3	7.1%	8	19.0%	26	61.9%	42	1.6%
Postville	0	.0%	0	.0%	4	9.3%	13	30.2%	26	60.5%	43	1.7%
Oelwein	6	4.8%	5	4.0%	17	13.6%	34	27.2%	63	50.4%	125	4.9%
Notre Dame	0	.0%	1	5.9%	2	11.8%	2	11.8%	12	70.6%	17	.7%
No. Winneshiek	1	4.3%	1	4.3%	1	4.3%	7	30.4%	13	56.5%	23	.9%
No. Fayette	0	.0%	3	4.2%	3	4.2%	15	21.1%	50	70.4%	71	2.8%
New Hampton	3	2.9%	2	1.9%	7	6.7%	27	26.0%	65	62.5%	104	4.1%
M-F-L	0	.0%	1	3.4%	4	13.8%	7	24.1%	17	58.6%	29	1.1%
Mar-Mac	0	.0%	1	3.6%	6	21.4%	6	21.4%	15	53.6%	28	1.1%
Maquoketa Valley	4	6.9%	3	5.2%	4	6.9%	10	17.2%	37	63.8%	58	2.3%
Leo	2	7.1%	0	.0%	1	3.6%	4	14.3%	21	75.0%	28	1.1%
Howard-Winneshiek	2	2.1%	3	3.1%	10	10.3%	15	15.5%	67	69.1%	97	3.8%
Guttenberg	1	2.4%	1	2.4%	6	14.3%	9	21.4%	25	59.5%	42	1.6%
Garnavillo	0	.0%	0	.0%	2	9.1%	2	9.1%	18	81.8%	22	.9%
Fredericksburg	1	5.6%	0	.0%	2	11.1%	4	22.2%	11	61.1%	18	.7%
Edgewood-Colesburg	6	15.8%	0	.0%	2	5.3%	7	18.4%	23	60.5%	38	1.5%
Eastern Allamakee	1	2.7%	0	.0%	1	2.7%	10	27.0%	25	67.6%	37	1.4%
Dubuque	16	3.0%	25	4.8%	48	9.1%	131	24.9%	306	58.2%	526	20.5%
Decorah	1	.8%	2	1.6%	14	11.3%	15	12.1%	92	74.2%	124	4.8%
Central	1	1.5%	0	.0%	9	13.6%	20	30.3%	36	54.5%	66	2.6%
Beckman	2	2.2%	8	8.7%	6	6.5%	14	15.2%	62	67.4%	92	3.6%
Allamakee	4	3.4%	11	9.2%	8	6.7%	31	26.1%	65	54.6%	119	4.6%
TOTALS:	80	3.1%	92	3.6%	222	8.6%	525	20.5%	1,648	64.2%	2,567	100.0%
Minimum		.0%		.0%		2.2%		.0%		50.4%		
Maximum		15.8%		9.5%		21.4%		37.8%		86.4%		
Average		3.2%		3.0%		9.1%		20.4%		64.3%		
Standard deviation		3.4%		2.9%		4.3%		8.3%		9.1%		

G. High school / college cooperation

Table II-3b presents the numbers and proportions of high school seniors who do plan to attend college, who are undecided and who do not plan to attend college. The minimum percentage and maximum percentage for any one high school, the average percentage for all high schools, and the standard deviation is presented for each response category to the question, "Do you plan to continue your education beyond high school?" By adding the standard deviation to the average percentage for the response categories where students do not plan to further their education, high schools with high proportions of students in those categories can be isolated. Likewise, by subtracting the standard deviation from the average response percentage for categories where students do plan to further their education, high schools with low proportions of students planning to continue their education can also be identified.

High schools with unusually high proportions of students in the Class of 1987 not planning to attend college are: West Delaware, South Winneshiek, Riceville, Notre Dame, Maquoketa Valley, Edgewood-Colesburg, Beckman, and Allamakee. High schools with unusually high proportions of undecided students in the Class of 1987 were: Valley, South Winneshiek, Oelwein, Mar-Mac, and Guttenberg. These students are those most likely to benefit from a public two-year college, particularly a comprehensive community college (as to be discussed in Section O, "Three Groups of Underserved Students"). These high schools may benefit from additional efforts by NITI and other colleges in the region to provide information and guidance to students regarding the benefits of continuing their education.

High schools with unusually low proportions of students indicating that they probably would continue their education, but not immediately upon graduation were: Wahlert, South Winneshiek, Notre Dame, Garnavillo and Decorah. Those with low proportions of students planning to enter college immediately upon graduation were: Turkey Valley, Oelwein, Mar-Mac, Central and Allamakee. These high schools may also benefit from additional efforts by NITI and other colleges in the district to provide college information and guidance to seniors.

Table II-3c illustrates the proportions of seniors who plan to attend college full-time and part-time, day and evening.

H. Table II-3c. College plans (continued)

Question/ Response	Enter college later Number	Enter college later Percent	Enter college after high sch Number	Enter college after high sch Percent	Total Num	Total %
Do you intend to attend college full-time or part-time?						
Uncertain	109	22.0%	45	2.8%	154	7.4%
Part-time	133	26.9%	66	4.1%	199	9.5%
Full-time	253	51.1%	1483	93.0%	1736	83.1%
TOTAL	495	23.7%	1594	76.3%	2089	100.0%
Do you plan to be a(an):						
Evening student	40	8.0%	12	.7%	52	2.4%
Day student	463	92.0%	1622	99.3%	2085	97.6%
TOTAL	503	23.5%	1634	76.5%	2137	100.0%
Do you plan to apply for financial aid to attend college?						
No	111	21.7%	242	14.7%	353	16.4%
Yes	401	78.3%	1399	85.3%	1800	83.6%
TOTAL	512	23.8%	1641	76.2%	2153	100.0%

Do you plan to work while attending college?						
No	71	13.9%	287	17.7%	358	16.8%
Yes	440	86.1%	1335	82.3%	1775	83.2%
TOTAL	511	100.0%	1622	100.0%	2133	100.0%

I. Table II-3d. Father's education & no college plans

Father's educational level	Parents want me to work Num	%	Want to get a job Num	%	Poor grades in high sch Num	%	Don't know what I want Num	%	No interest in school Num	%	Lack of Money Num	%	Total Num	%
Doctorate	0	.0%	2	4.1%	0	.0%	0	.0%	2	2.3%	0	.0%	4	1.2%
Masters	0	.0%	0	.0%	0	.0%	0	.0%	2	2.3%	2	2.2%	4	1.2%
Bachelors	0	.0%	2	4.1%	1	6.7%	2	2.3%	0	.0%	1	1.1%	6	1.8%
Less than 4 yrs college	0	.0%	2	4.1%	1	6.7%	7	8.0%	2	2.3%	9	10.1%	21	6.4%
Less than 2 yrs college	0	.0%	1	2.0%	0	.0%	2	2.3%	2	2.3%	11	12.4%	16	4.8%
High school graduate	2	66.7%	28	57.1%	9	60.0%	50	57.5%	55	63.2%	43	48.3%	187	56.7%
Up to 9th grade	1	33.3%	13	26.5%	3	20.0%	21	24.1%	21	24.1%	17	19.1%	76	23.0%
Up to 6th grade	0	.0%	1	2.0%	1	6.7%	5	5.7%	3	3.4%	6	6.7%	16	4.8%
TOTALS:	3	.9%	49	14.8%	15	4.5%	87	26.4%	87	26.4%	89	27.0%	330	100.0%

J. Table II-3e. Mother's education & no college plans

Mother's educational level	Parents want me to work Num	%	Want to get a job Num	%	Poor grades in high sch Num	%	Don't know what I want Num	%	No interest in school Num	%	Lack of Money Num	%	Total Num	%
Doctorate	0	.0%	2	4.2%	0	.0%	0	.0%	1	1.1%	1	1.1%	4	1.2%
Masters	0	.0%	2	4.2%	1	6.7%	1	1.3%	0	.0%	2	2.1%	6	1.8%
Bachelors	0	.0%	0	.0%	0	.0%	4	5.1%	2	2.3%	1	1.1%	7	2.1%
Less than 4 yrs college	1	25.0%	2	4.2%	0	.0%	8	10.3%	0	.0%	5	5.3%	16	4.9%
Less than 2 yrs college	0	.0%	3	6.3%	2	13.3%	5	6.4%	4	4.5%	12	12.8%	26	8.0%
High school graduate	2	50.0%	27	56.3%	10	66.7%	42	53.8%	61	69.3%	56	59.6%	198	60.6%
Up to 9th grade	1	25.0%	11	22.9%	1	6.7%	14	17.9%	17	19.3%	13	13.8%	57	17.4%
Up to 6th grade	0	.0%	1	2.1%	1	6.7%	4	5.1%	3	3.4%	4	4.3%	13	4.0%
TOTALS:	4	1.2%	48	14.7%	15	4.6%	78	23.9%	88	26.9%	94	28.7%	327	100.0%

K. Parental influence on plans after high school

Table II-3d and II-3e (above) demonstrate the relationship between parents' educational level and the reasons seniors gave for deciding not to attend college. Parents, however, play mostly a positive role in urging students to continue their education.

For the graduating senior, parents often play a key role in supporting or discouraging their childrens' inclination to continue their education. Parental support comes in direct ways (i.e., money, verbal support) and indirect ways (i.e., expectations for immediate employment, marriage, parents own educational level). Therefore, the high school seniors responding to the NITI needs assessment survey were asked to indicate what their parents felt about their going to college or having some other education beyond high school. Of the 2,571 students surveyed, 2,555 (or all but 16) answered this question. Over half of the seniors (55.9%) reported that their parents expected them to continue their education, and another 245 seniors (9.6%) reported that their parents required them to continue their education beyond high school (See Table II-4). Clearly, parental support and encouragement for postsecondary education is strong in the NITI service area, at least in the eyes of the graduating seniors. The expectations of parents, as perceived by the responding seniors are reported below:

L. Table II-4. Parents' expectations regarding college

Number	Percent	Response
245	9.66%	My parents require that I continue my education beyond high school.
1429	56.35%	My parents want me to continue my education beyond high school.
797	31.43%	My parents leave the decision to continue my education up to me.
61	2.41%	My parents would rather that I not continue my education beyond high school.
4	.16%	My parents won't let my continue my education beyond high school.
2,536	100%	TOTAL

M. Those not planning to go to college

The proportion of graduating seniors in the NITI service area who had plans to further their education parallels national and state averages. However, of the 862 seniors who did not plan to continue their education or were undecided, 362 (41.9%) gave the reasons for not continuing their education. A sufficient number of students responded to the question to make observations about NITI service area as a whole. The rate of response on this question was insufficient to generalize about specific high schools within the NITI area.

N. Table II-5. Reasons for not continuing education

Number	Percent	Response
4	1.10%	My parents want me to go to work.
53	14.64%	I want to get a job.
17	4.70%	I earned poor grades in high school.
96	26.52%	I don't know what I want to do.
92	25.41%	I have no interest in school.
100	27.62%	Lack of money to attend college.
362	100.00%	TOTAL
213	58.84%	Three underserved groups

O. Three groups of underserved students

The above Table II-5 reveals three groups of students who are underserved by postsecondary education in the NITI service area. All three groups consist of students who otherwise would not plan to continue their education. Taken as a group, the students who perceive that 1) their poor high school grades, 2) their limited financial resources, or 3) their indecision regarding what they will do after high school comprise approximately 59% of the graduating seniors in the NITI area who do not plan to continue their education. Two of these three groups are traditionally served by both technical institutes and community colleges (the academically underprepared and those with limited finances), and the third group is traditionally served by public community colleges (the undecided). All three groups are students who otherwise would not gain education beyond high school.

Historically, students who need assistance in improving their academic ability so that they can succeed in college have turned to local public two-year colleges. These are students who otherwise would not have attended college; they are not students who would normally be able to enroll in either the public universities or the private liberal arts colleges (Cohen and Brawer, 1982; Roueche and Snow, 1978). While many colleges and universities have academic assistance programs, the public Area Colleges of Iowa are charged by state statute to provide a "second chance" for those who did not perform well in high school. As the admissions standards are strengthened at the Iowa public universities and many of the independent colleges, the need to provide an opportunity for individuals to better themselves despite of weak high school academic achievement becomes particularly important. Social mobility dictates that if an individual is successful in the world of work, he or she should not be inhibited from gaining additional skills, knowledge and abilities in post-secondary education because of poor decisions made in high school. Without open admissions, open access postsecondary education, the fate of individuals throughout life would be cast solely by their high school grades. Maintenance of open admissions, open access postsecondary education is particularly important for those graduating seniors who otherwise may not plan to continue their education. Another traditional function of a local public two-year college is to afford the opportunity for students of limited financial ability to continue their education. Again, this tends to be a student group who otherwise would not have attended college, rather than students who are making choices among institutions (Cohen and Brawer, 1984, Parnell, 1987). In the NITI service area, 100 seniors, or 25 percent of those not planning to continue their education, list lack of sufficient funds as the reason for not attending college. These students need accurate information and financial planning assistance in order to determine whether it is feasible for them to continue their education through existing federal and state grant/loan programs. Often, the largest expense in attending a college is not tuition, residence fees or the cost of books; rather, it is the expense of not having an income to rely upon. For this reason, many students choose to work part-time and further their education on a part-time basis as well. A September 1987 **Chronicle of Higher Education** survey also indicates that students, parents and the general public think that it costs more to go to college than it really does, regardless of whether that education is at a public university, a private liberal arts college, or a public two-year college (Evangelauf, 1987).

A third substantial group of seniors not planning to continue their education beyond high school (96 seniors or 24%) are those who are undecided about their future. Comprehensive community colleges, as distinct from technical institutes, have the curricular structure to serve those students who are undecided about career and educational objectives. Community colleges have explicit commitments to student services to assist individuals in making these life choices and offer both college-level general education and occupational curricula to enable undecided students to explore their postsecondary educational options (Koos, 1970; Lenning, 1977; Sheldon, 1983; Warren, 1985). This undecided group differs from those students in universities or liberal arts colleges who are undecided about their major or specialization in a number of way. First, this undecided group truly is uncertain of the benefits of postsecondary education, while the students-without-majors in universities and colleges have made a choice to go to college. Secondly, this undecided group is uncertain about their career goals. They often ultimately choose a vocational or technical education program, but seek a haven to explore, learn and experience the difference between, for example, their high school business program, a two-year accounting program, and a baccalaureate program in accounting and business. The results of the survey of high school seniors indicates that there are a substantial number of such undecided students who, with concerted effort and services directed toward them, may choose to continue their education. These are students who otherwise would not choose to attend NITI or any other college of the area.

P. "If you were to go to college..."

In the high school survey, 2,385 seniors (92.8%) did indicate colleges and schools where they preferred to continue their education. This data indicated that 83% of the responding seniors would not choose any school, college or university within the NITI service area.

Approximately 20 percent indicated a public community college outside the NITI service area, while another 10 percent chose first a vocational or technical school outside the area. The data would suggest that, of those students who would choose a public two-year college, 2 students leave the NITI service area to attend a community college for every 1 student that chooses to attend Northeast Iowa Technical Institute. Substantial numbers of students clearly seek the curriculum of a public, comprehensive community college. NITI does not serve this function within its district. Community colleges also serve a role as college of second choice for those students who are unable to attend the college of their first choice (Cohen & Brawer, 1982). NITI does not serve the role of back-up college or college of second choice, perhaps due to the lack of a comprehensive curriculum.

Four-year liberal arts colleges and universities within the NITI service area (Clarke, Divine Word, Dubuque, Loras, Luther, and Upper Iowa) are the colleges of first choice among another 20 percent of the graduating seniors. Students choosing these colleges are distinct from those choosing public two-year colleges or public universities. Slightly more students seeking a four-year liberal college would choose one outside the NITI service area; private colleges and universities within the NITI area tend to serve as colleges of second or third choice among these seniors interested in a four-year liberal arts education.

Higher education institutions within the NITI service area do not rank highly among graduating seniors. Over half of those seeking a liberal arts education at a private college or university go out of district. Of those seeking a public two-year college, the situation is more pronounced. For every one student that chooses NITI, two choose public two-year colleges outside the district, and another one chooses a vocational-technical school outside the district. This adds to the cost of attending college for these students and is an economic loss of student expenditures for housing, food, clothing and supplies to the college communities within the district. The curricular options of colleges within the NITI area are not the preferred choices among the majority of high school seniors, particularly those seniors seeking a public two-year college.

Tables II-6a presents the colleges of first, second and third choice among responding high school seniors.

Q. Table II-6a. College preferences

College of First Choice		College of Second Choice		College of Third Choice		Combined Choices		
Number	Percent	Number	Percent	Number	Percent	Number	Percent	College
38	1.6%	15	1.5%	10	1.8%	63	1.6%	American Institute of Business, Des Moines
33	1.4%	13	1.3%	12	2.2%	58	1.5%	Clarke College, Dubuque
4	.2%	4	.4%	5	.9%	13	.3%	Clinton Community College, Clinton
19	.8%	22	2.2%	14	2.5%	55	1.4%	Coe College, Cedar Rapids
11	.5%	11	1.1%	7	1.3%	29	.7%	Cornell College, Mt. Vernon
3	.1%	1	.1%	0	.0%	4	.1%	Divine Word College, Epworth
32	1.3%	12	1.2%	9	1.6%	53	1.3%	Ellsworth Community College, Iowa Falls
29	1.2%	17	1.7%	16	2.9%	62	1.6%	Hamilton Business College, Mason City
144	6.0%	63	6.3%	27	4.9%	234	5.9%	Hawkeye Institute of Technology, Waterloo
189	7.9%	109	10.9%	56	10.2%	354	9.0%	Iowa State University, Ames
196	8.2%	84	8.4%	32	5.8%	312	7.9%	Kirkwood Community College
123	5.2%	65	6.5%	48	8.7%	236	6.0%	Loras College, Dubuque
76	3.2%	37	3.7%	11	2.0%	124	3.1%	Luther College, Decorah
40	1.7%	12	1.2%	7	1.3%	59	1.5%	Mount Mercy College, Cedar Rapids
236	9.9%	67	6.7%	19	3.4%	322	8.2%	NORTHEAST IOWA TECHNICAL INSTITUTE
78	3.3%	25	2.5%	9	1.6%	112	2.8%	North Iowa Area Community College, Mason Cit
26	1.1%	22	2.2%	14	2.5%	62	1.6%	University of Dubuque, Dubuque
248	10.4%	134	13.3%	73	13.2%	455	11.5%	University of Iowa, Iowa City
263	11.0%	119	11.9%	68	12.3%	450	11.4%	University of Northern Iowa, Cedar Falls
25	1.0%	17	1.7%	11	2.0%	53	1.3%	Upper Iowa University, Fayette
15	.6%	7	.7%	8	1.5%	30	.8%	Waldorf College, Forest City
27	1.1%	20	2.0%	30	5.4%	77	2.0%	Wartburg College, Waverly
196	8.2%	49	4.9%	23	4.2%	268	6.8%	Other in-state school or college
334	14.0%	79	7.9%	42	7.6%	455	11.5%	Other out-of-state school or college
2,385	100.0%	1,004	100.0%	551	100.0%	3,940	100.0%	TOTAL
286	12.0%	155	15.4%	96	17.4%	537	13.6%	Total within-district private colleges
341	14.3%	134	13.3%	101	18.3%	576	14.6%	Total out-of-district private colleges
454	19.0%	188	18.7%	82	14.9%	724	18.4%	Total out-of-district two-year college
211	8.8%	95	9.5%	53	9.6%	359	9.1%	Total out-of-district vocational-technical
236	9.9%	67	6.7%	19	3.4%	322	8.2%	NORTHEAST IOWA TECHNICAL INSTITUTE
700	29.4%	362	36.1%	197	35.8%	1,259	32.0%	Total Iowa public universities
1,863	78.1%	782	77.9%	436	79.1%	3,081	78.2%	Total all out-of-district colleges

R. College preferences of two underserved groups

Two of the groups of high school seniors not planning to continue their education were those who gave "lack of money" (27.5%) and "Don't know what I want to do" (26.5%) as reasons. As was previously documented, these are groups that are traditionally served by public community colleges and otherwise would not choose to attend college. These facts were substantiated by their stated colleges preferences. Table 6-b presents the combined college preferences of those seniors who gave these two reasons for not continuing their education.

Several observations can be made from Table II-6b. First, substantially greater proportions of these two groups would like to attend NITI (22.5% of those with financial reasons and 17.8% of the group lacking specific goals). Secondly, substantially greater proportions of these two groups would like to attend an Iowa public community college (28.6% and 27.6% respectively) when compared to all seniors surveyed (17.5% on average). Third, substantially greater proportions of these two groups would choose some form of vocational technical institute (15.3% and 16.0%) respectively than the high school senior group as a whole (9.1% on average, see Table II-6a). According to this survey of college preferences, then, of those students in these two underserved groups, 88 would choose NITI, 120 would choose a public community college, and another 66 would choose a vocational technical institute out-of-district. These 274 students could be better served if: 1) NITI were a public community college, 2) NITI provided programs and support services for students who had not yet decided on an academic or career education, 3) NITI and high school counselors provided greater information to these groups on the variety of programs and services, including financial assistance and career guidance, available at the college.

S. Table II-6b. College preferences of underserved

"Don't know what I want to do"		"Lack of Money"		Total		
Number	Percent	Number	Percent	Number	Percent	College
7	2.7%	3	1.8%	10	2.4%	American Institute of Business, Des Moines
8	3.1%	1	.6%	9	2.1%	Clarke College, Dubuque
3	1.1%	1	.6%	4	.9%	Clinton Community College, Clinton
5	1.9%	1	.6%	6	1.4%	Coe College, Cedar Rapids
1	.4%	2	1.2%	3	.7%	Cornell College, Mt. Vernon
0	.0%	1	.6%	1	.2%	Divine Word College, Epworth
4	1.5%	3	1.8%	7	1.6%	Ellsworth Community College, Iowa Falls
6	2.3%	4	2.5%	10	2.4%	Hamilton Business College, Mason City
20	7.6%	13	8.0%	33	7.8%	Hawkeye Institute of Technology, Waterloo
11	4.2%	8	4.9%	19	4.5%	Iowa State University, Ames
37	14.1%	25	15.3%	62	14.6%	Kirkwood Community College
16	6.1%	11	6.7%	27	6.4%	Loras College, Dubuque
2	.8%	2	1.2%	4	.9%	Luther College, Decorah
1	.4%	3	1.8%	4	.9%	Mount Mercy College, Cedar Rapids
59	22.5%	29	17.8%	88	20.7%	NORTHEAST IOWA TECHNICAL INSTITUTE
11	4.2%	3	1.8%	14	3.3%	North Iowa Area Community College, Mason City
7	2.7%	5	3.1%	12	2.8%	University of Dubuque, Dubuque
12	4.6%	8	4.9%	20	4.7%	University of Iowa, Iowa City
14	5.3%	8	4.9%	22	5.2%	University of Northern Iowa, Cedar Falls
7	2.7%	7	4.3%	14	3.3%	Upper Iowa University, Fayette
2	.8%	2	1.2%	4	.9%	Waldorf College, Forest City
4	1.5%	6	3.7%	10	2.4%	Wartburg College, Waverly
11	4.2%	8	4.9%	19	4.5%	Other in-state school or college
14	5.3%	9	5.5%	23	5.4%	Other out-of-state school or college
262	100.0%	163	100.0%	425	100.0%	TOTAL
43	16.4%	34	20.9%	77	18.1%	Total within-district private colleges
32	12.2%	23	14.1%	55	12.9%	Total out-of-district private colleges
75	28.6%	45	27.6%	120	28.2%	Total out-of-district two-year college
40	15.3%	26	16.0%	66	15.5%	Total out-of-district vocational-technical
59	22.5%	29	17.8%	88	20.7%	NORTHEAST IOWA TECHNICAL INSTITUTE
37	14.1%	24	14.7%	61	14.4%	Total Iowa public universities
163	62.2%	107	65.6%	270	63.5%	Total all out-of-district colleges

T. College choices among the academically less able

Table II-6c presents the combined college of choice according to the self-reported high school grade point average of seniors. Public community colleges and vocational technical institutes have traditionally been perceived as places of educational opportunity for academically less-prepared students. This trend was confirmed in the High School Student Survey.

The preference for out-of-district migration was highest among the most able students, ranging from 84% of the seniors with A and A- grades to 51.6% of seniors with D and D- grades. The Iowa public universities were perceived as places of educational opportunity among substantial proportions of high achieving students, but that preference declined markedly among students in the C grade ranges and below. Such findings support the notion that rising academic standards at the Regents institutions may further limit the educational options of students of average academic ability.

Private colleges and universities appear to attract a distinct one-third of students regardless of grade average. Half of those students seeking a private liberal arts education would migrate out-of-district. Cooperative efforts among all institutions of higher education within Merged Area I could increase the number of students who take advantage of the local options for continuing their education beyond high school. There is a substantial preference of seniors for institutions outside the district. If all colleges increased their informational and recruiting efforts within the area high schools, the potential exists for increased enrollment at each college and university, not to the detriment of the others in the district, simply by reducing the out-migration of graduating seniors.

Community colleges and vocational technical institutes are perceived as "second chance" institutions for the less academically able students. This is reflected in the 35 percent of students in the C- to D grade range who would choose a community college, the 15.9 percent in that range who would choose a vocational technical institute out-of-district, and the 16.1 percent who would select NITI as college of choice. Armed with greater options (i.e., community college status) and greater information, many of these students choosing a public community college or vocational technical institute might stay within district and attend NITI, lessening the financial burden on their parents and keeping the money they would spend as students within the region.

U. Table II-6c. College preference by reported grades

	A to A- grades		B+ to B grades		B to B- grades		B- to C grades		C to C- grades		C- to D grades		D- to D	
Response	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%	Num	%
American Institute Business	10	1.6%	18	2.0%	11	1.5%	9	1.0%	7	1.6%	1	.7%	3	9.7%
Clarke College	10	1.6%	14	1.5%	9	1.2%	10	1.1%	6	1.4%	3	2.1%	1	3.2%
Clinton Community College	1	.2%	2	.2%	1	.1%	6	.7%	0	.0%	1	.7%	1	3.2%
Coe College	7	1.1%	11	1.2%	17	2.3%	12	1.3%	4	.9%	1	.7%	0	.0%
Cornell College	8	1.3%	6	.7%	5	.7%	8	.9%	0	.0%	0	.0%	0	.0%
Divine Word College	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	.7%	0	.0%
Ellsworth Community Coll.	2	.3%	10	1.1%	11	1.5%	17	1.8%	11	2.6%	2	1.4%	0	.0%
Hamilton Business College	4	.6%	13	1.4%	16	2.2%	23	2.5%	8	1.9%	4	2.7%	1	3.2%
Hawkeye Institute of Tech	10	1.6%	29	3.2%	36	4.9%	79	8.6%	53	12.4%	17	11.6%	0	.0%
Iowa State University	90	14.6%	100	11.0%	55	7.5%	61	6.6%	26	6.1%	6	4.1%	1	3.2%
Kirkwood Community College	17	2.8%	49	5.4%	54	7.4%	100	10.8%	54	12.6%	24	16.4%	5	16.1%
Loras College	35	5.7%	48	5.3%	48	6.6%	57	6.2%	27	6.3%	7	4.8%	5	16.1%
Luther College	25	4.1%	38	4.2%	24	3.3%	18	2.0%	12	2.8%	3	2.1%	0	.0%
Mt. Mercy College	9	1.5%	19	2.1%	12	1.6%	14	1.5%	2	.5%	2	1.4%	0	.0%
NORTHEAST IOWA TECH INST.	17	2.8%	42	4.6%	48	6.6%	107	11.6%	63	14.7%	24	16.4%	5	16.1%
No. Iowa Area Com. College	7	1.1%	26	2.9%	17	2.3%	33	3.6%	15	3.5%	7	4.8%	0	.0%
University of Dubuque	7	1.1%	10	1.1%	14	1.9%	12	1.3%	11	2.6%	3	2.1%	2	6.5%
University of Iowa	100	16.2%	128	14.1%	91	12.4%	76	8.2%	22	5.1%	11	7.5%	2	6.5%
Univ. of Northern Iowa	92	14.9%	146	16.1%	100	13.7%	70	7.6%	21	4.9%	3	2.1%	0	.0%
Upper Iowa University	5	.8%	6	.7%	11	1.5%	21	2.3%	8	1.9%	0	.0%	2	6.5%
Waldorf College	1	.2%	7	.8%	6	.8%	12	1.3%	3	.7%	1	.7%	0	.0%
Wartburg College	14	2.3%	17	1.9%	10	1.4%	21	2.3%	9	2.1%	4	2.7%	0	.0%
Other instate	52	8.4%	62	6.8%	51	7.0%	55	6.0%	28	6.5%	7	4.8%	2	6.5%
Out-of-state	94	15.2%	108	11.9%	84	11.5%	102	11.1%	38	8.9%	14	9.6%	1	3.2%
TOTALS:	617	16.3%	909	24.0%	731	19.3%	923	24.4%	428	11.3%	146	3.9%	31	.8%
Within district private	82	13.3%	116	12.8%	106	14.5%	118	12.8%	64	15.0%	17	11.6%	10	32.3%
Out-of-district private	101	16.4%	136	15.0%	110	15.0%	132	14.3%	52	12.1%	18	12.3%	3	9.7%
Out-of-district 2-year	37	6.0%	116	12.8%	119	16.3%	235	25.5%	133	31.1%	51	34.9%	6	19.4%
Out-of-district vo/tech	24	3.9%	60	6.6%	63	8.6%	111	12.0%	68	15.9%	22	15.1%	4	12.9%
NORTHEAST IOWA TECH INST.	17	2.8%	42	4.6%	48	6.6%	107	11.6%	63	14.7%	24	16.4%	5	16.1%
Iowa public university	282	45.7%	374	41.1%	246	33.7%	207	22.4%	69	16.1%	20	13.7%	3	9.7%
Out-of-district total	518	84.0%	751	82.6%	577	78.9%	698	75.6%	301	70.3%	105	71.9%	16	51.6%

V. College choices and high school curriculum

Public research universities, liberal arts colleges, community colleges and technical institutes have different institutional missions and therefore serve different student populations. This assertion is confirmed in the findings of the High School Student Survey.

Students in the college preparatory curriculum of high schools within Merged Area I choose liberal arts colleges and research universities. Nearly half of these seniors want to enter an Iowa public university (45.3%, see Table II-6d). Another 15 percent want to attend a local liberal arts college or university, and 16.2 percent would leave the district to attend a liberal arts college. Slightly more than 11 percent choose a community college or vocational technical institute.

In contrast, 22.7 percent of the seniors in a business or commercial curriculum, 33.7 percent of those in an agriculture curriculum and 38.9 percent of those in a trades or technical curriculum would exit the district to attend a community college. Less than 11 percent (business) of any of these three groups would choose a local liberal arts college or university, while from 13.7 (business) to 22.4 percent (trades and technical) would leave the district to attend a vocational technical institute and from 10.6 (business) to 21.4 percent (agriculture) would choose NITI. NITI is the preferred choice of many students in agriculture, business / commercial and trades / technical curriculum and would be more so if it were a comprehensive community college. Further investigation is needed of students in these high school curriculums to determine how NITI could be of service to those students choosing an out-of-district vocational technical institute. Clearly, the majority of students attracted to the liberal arts colleges and universities are not attracted to either NITI or the state's community colleges; the inverse is also true, not many students in the business, agriculture and trades / technical subjects are interested in a liberal arts curriculum. To provide programs and services to these students is a distinctive role currently fulfilled partially by Northeast Iowa Technical Institute.

W. Table II-6d. College preference by H.S. curriculum

Response	Agriculture Num	Agriculture %	Business-Commercial Num	Business-Commercial %	College Preparatory Num	College Preparatory %	General Num	General %	Trade, Shop or Technical Num	Trade, Shop or Technical %	Other Num	Other %
American Institute Business	1	.5%	28	4.0%	16	1.0%	15	1.3%	3	.7%	1	.7%
Clarke College	0	.0%	5	.7%	22	1.4%	23	2.0%	2	.5%	1	.7%
Clinton Community College	0	.0%	1	.1%	1	.1%	6	.5%	3	.7%	1	.7%
Coe College	0	.0%	11	1.6%	25	1.6%	15	1.3%	0	.0%	1	.7%
Cornell College	4	2.0%	4	.6%	14	.9%	2	.2%	3	.7%	0	.0%
Divine Word College	0	.0%	0	.0%	0	.0%	0	.0%	1	.2%	1	.7%
Ellsworth Community Coll.	5	2.6%	11	1.6%	17	1.1%	23	2.0%	4	.9%	1	.7%
Hamilton Business College	2	1.0%	35	5.0%	7	.5%	22	1.9%	10	2.4%	1	.7%
Hawkeye Institute of Tech	28	14.3%	33	4.7%	26	1.7%	77	6.6%	82	19.3%	13	9.1%
Iowa State University	16	8.2%	47	6.7%	199	12.9%	84	7.2%	19	4.5%	10	7.0%
Kirkwood Community College	26	13.3%	78	11.1%	51	3.3%	109	9.3%	58	13.7%	7	4.9%
Loras College	7	3.6%	35	5.0%	96	6.2%	89	7.6%	8	1.9%	8	5.6%
Luther College	3	1.5%	14	2.0%	74	4.8%	26	2.2%	6	1.4%	8	5.6%
Mt. Mercy College	0	.0%	11	1.6%	28	1.8%	18	1.5%	2	.5%	0	.0%
NORTHEST IOWA TECH INST.	42	21.4%	74	10.6%	28	1.8%	99	8.5%	82	19.3%	21	14.7%
No. Iowa Area Com. College	7	3.6%	36	5.1%	29	1.9%	33	2.8%	18	4.2%	4	2.8%
University of Dubuque	0	.0%	10	1.4%	19	1.2%	21	1.8%	8	1.9%	5	3.5%
University of Iowa	7	3.6%	59	8.4%	252	16.3%	126	10.8%	18	4.2%	11	7.7%
Univ. of Northern Iowa	9	4.6%	84	12.0%	249	16.1%	113	9.7%	16	3.8%	14	9.8%
Upper Iowa University	2	1.0%	13	1.9%	20	1.3%	20	1.7%	4	.9%	3	2.1%
Waldorf College	1	.5%	9	1.3%	9	.6%	9	.8%	0	.0%	2	1.4%
Wartburg College	1	.5%	13	1.9%	36	2.3%	17	1.5%	9	2.1%	3	2.1%
Other instate	21	10.7%	39	5.6%	116	7.5%	77	6.6%	32	7.5%	9	6.3%
Out-of-state	14	7.1%	50	7.1%	210	13.6%	143	12.3%	36	8.5%	18	12.6%
TOTALS:	196	4.7%	700	16.8%	1,544	37.0%	1,167	28.0%	424	10.2%	143	3.4%
Within district private	12	6.1%	77	11.0%	231	15.0%	179	15.3%	29	6.8%	26	18.2%
Out-of-district private	27	13.8%	92	13.1%	250	16.2%	161	13.8%	48	11.3%	16	11.2%
Out-of-district 2-year	66	33.7%	159	22.7%	124	8.0%	248	21.3%	165	38.9%	26	18.2%
Out-of-district vo/tech	31	15.8%	96	13.7%	49	3.2%	114	9.8%	95	22.4%	15	10.5%
NORTHEST IOWA TECH INST.	42	21.4%	74	10.6%	28	1.8%	99	8.5%	82	19.3%	21	14.7%
Iowa public university	32	16.3%	190	27.1%	700	45.3%	323	27.7%	53	12.5%	35	24.5%
Out-of-district total	142	72.4%	549	78.4%	1,285	83.2%	889	76.2%	313	73.8%	96	67.1%

X. Effect of community college status on preferences

As Table II-7a demonstrates, the largest effect of a local community college on the college choice of graduating seniors would be to decrease the number of students planning not to continue their education. The proportion of those students choosing a community college as their first preference remained constant (about 20%), and the proportion desiring not to attend a community college (30%) also was stable. The proportion of students who did not plan to go to college was comparable in Question #1 (3.1%) and in Question #10 (less than 3.7%), indicating face validity between the two sets of questions (See High School Senior Survey Questionnaire in the Appendix).

Table II-7b examined the relationship between high school seniors plans after graduation and their views on community college status. Four observations can be made from the responses. First, a community college was the predominant choice of those not planning to continue their education beyond high school (the previously mentioned underserved population) (Statement #1, Table II-7a). Second, predominant value of the community college for those students planning to enter college immediately upon graduation is as a "backup", or second choice, if they do not gain admission to the college of their choice (Statement #2, Table II-7a). Third, significant percentages of high school seniors would choose to attend a community college so that they could work part-time and have sufficient funds to afford the costs of a college education (Statements #4-#5, Talbe II-7a). Lastly, there are substantial numbers of college-bound seniors who would prefer other forms of high education. This finding reinforces the notion that the students in the college preparatory curriculum have formed definite choices among liberal arts colleges and public universities (Table II-7d) and have high academic achievement records (Table II-7c). Therefore, these students form a distinct subset of the high school seniors population separate from those most likely to benefit from a community college education. Those drawn to a community college are predominantly among the agriculture, business/commercial, general and trades/technical curricula of high schools, who earned B to D grades, and who chose an applied science, professional or technical curriculum of a public community college, a vocational-technical institute, or a public university.

Table II-7c examined the relationship between high school seniors' reasons for not continuing their education beyond high school and their views on a community college for the area. As in Table II-7b, a substantial proportion of those not planning to continue their education would find value in a local community college. It was the predominant choice of those who felt they had inadequate funds to attend college and those who wanted to work while attending college. While there are high school seniors who do not plan to attend any form of postsecondary education, regardless of circumstances, a significant proportion of those currently not planning to attend do believe that they would have interest in a community college education.

Y. Table II-7a. Views on community college status

Opinion regarding community college status	Number	Percent
1. A community college would be my first choice.	490	20.5%
2. I would go if I could not enroll in the college of my choice.	487	20.4%
3. I would go if I could not get a full-time job after I graduate from high school.	156	6.5%
4. I would go to a community college because I could get a part-time job and have enough funds to continue my education	320	13.4%
5. I would go part-time to a community college and work full-time.	80	3.3%
6. I would not like to go to a community college.	769	32.2%
7. I do not plan to take any more schooling after high school graduation.	88	3.7%
TOTAL	2,390	100.0%

2. Table II-7b. Com. college status by college plans

Do you plan to attend college:	Yes, immediately after high school		Yes, but not not immediately		Undecided at this time		Probably not attend college		Will not attend college	
Opinion regarding community college status	Num	%	Num	%	Num	%	Num	%	Num	%
1. A community college would be my first choice.	5	.3%	11	1.8%	20	7.1%	34	39.5%	40	55.6%
2. I would go if I could not enroll in the college of my choice.	679	38.4%	84	13.9%	29	10.2%	5	5.8%	6	8.3%
3. I would go if I could not get a full-time job after I graduate from high school.	48	2.7%	46	7.6%	38	13.4%	7	8.1%	4	5.6%
4. I would go to a community college because I could get a part-time job and have enough funds to continue my education	268	15.1%	151	25.0%	60	21.2%	13	15.1%	0	.0%
5. I would go part-time to a community college and work full-time.	99	5.6%	74	12.3%	50	17.7%	11	12.8%	6	8.3%
6. I would not like to go to a community college.	399	22.6%	107	17.7%	19	6.7%	5	5.8%	4	5.6%
7. I do not plan to take any more schooling after high school graduation.	271	15.3%	130	21.6%	67	23.7%	11	12.8%	12	16.7%
TOTAL	1,769	62.9%	603	21.4%	283	10.1%	86	3.1%	72	2.6%

AA. Community college status vs. NITI

Based on the preferences of high school seniors in the NITI service area, the data indicates a substantial demand and preference for a public two-year community college. Significant numbers of students plan to leave the district in order to attend a community college. Significant numbers of students would attend a community college who otherwise would not enroll in any college. Also, substantial numbers of students would turn to a community college as a second choice, should they not be able to attend their first preference; data indicate that NITI, as a technical institute, is not perceived as a college of second choice to the degree that a comprehensive community college would be.

Cross-tabulation of the preferred colleges of students (Question #9) with their plans to continue their education (Question #1), their opinions regarding community college status (Question #10), and the reasons given for those not planning to continue their education (Question #2), indicate that those students seeking two-year college and vocational-technical education are largely distinct from those seeking a four-year liberal arts degree. For those planning to pursue a liberal arts education, the independent colleges and universities of the NITI area are serving slightly less than half of the students. For those preferring a public two-year or vocational-technical education, NITI is chosen by one student in four. NITI and the liberal arts colleges within the area could cooperate and collaborate to increase information, guidance and service to their respective sub-groups of graduating high school seniors. More high school seniors should prefer the local higher education options. More seniors wanting a liberal arts education should prefer a liberal arts college within the NITI area. More seniors wanting a public two-year college and/or vocational-technical education should be making NITI their first choice. A great proportion of graduating seniors can attend college within district by 1) a comprehensive community college status for NITI and 2) improved information, guidance and cooperation among all schools, colleges and universities within the NITI service area to provide high school students with greater information on the postsecondary educational opportunities of the area.

AB. Table II-7c. Com. college status by no college plans

What is the reason you are not planning to attend college:	Lack of money		No interest in school		Don't know what I want to do		Poor grades in high school		Want to get a job		Parents want me to work	
Opinion regarding community college status	Num	%	Num	%	Num	%	Num	%	Numb	%	Num	%
1. A community college would be my first choice.	12	10.2%	47	38.8%	22	10.7%	13	18.8%	38	25.7%	6	35.3%
2. I would go if I could not enroll in the college of my choice.	13	11.0%	11	9.1%	14	6.8%	7	10.1%	8	5.4%	4	23.5%
3. I would go if I could not get a full-time job after I graduate from high school.	12	10.2%	13	10.7%	23	11.2%	6	8.7%	18	12.2%	0	.0%
4. I would go to a community college because I could get a part-time job and have enough funds to continue my education	27	22.9%	6	5.0%	53	25.9%	10	14.5%	21	14.2%	0	.0%
5. I would go part-time to a community college and work full-time.	19	16.1%	14	11.6%	33	16.1%	8	11.6%	28	18.9%	3	17.6%
6. I would not like to go to a community college.	7	5.9%	10	8.3%	11	5.4%	8	11.6%	7	4.7%	0	.0%
7. I do not plan to take any more schooling after high school graduation.	28	23.7%	20	16.5%	49	23.9%	17	24.6%	28	18.9%	4	23.5%
TOTAL	118	17.9%	121	18.3%	205	31.0%	69	10.4%	148	22.4%	17	2.6%

AC. What seniors know about NITI

Of the 2,571 seniors completing the survey, 2,442 (94.9%) gave opinions about NITI. Seventy-eight (78.4%) of the seniors stated that they knew little about NITI (Question #21). This finding underscores the need for increased counseling, guidance and articulation between NITI and high schools of the service area. Students do not believe they know much about the college. Table II-8b provides the responses to this question separated by attending high school.

The number of students claiming moderate or strong knowledge of Northeast Iowa Technical Institute was less than 22 percent. Other questions asking of students their opinions regarding NITI proved unreliable, presumably due to the students' lack of knowledge of the institution. For example, Statement #31 "NITI is a good place to go the first two years of college and then transfer to a university", drew strong agreement from 14.3 percent of the seniors and 53.8 percent agreed moderately. This data would suggest that knowledge of NITI is weak among high school seniors of the area. Opinions regarding the NITI could not be reported with a satisfactory degree of statistical validity. Statements #22-36 from the high school questionnaire were not further analyzed.

AD. Table II-8a. Knowledge of NITI

Statement	Strongly Agree	Moderately Agree	Moderately Disagree	Strongly Disagree
21. I know little about NITI	897 36.7%	1017 41.6%	414 17.0%	114 4.7%
31. It is a good place to go the first two years of transfer to a university	290 14.3%	1093 53.8%	480 23.6%	168 8.3%

AE. Table II-8b. Knowledge of NITI by high school

STATEMENT: "I know little about NITI"	(4) Strongly Agree		(3) Moderately Agree		(2) Moderately Disagree		(1) Strongly Disagree		Total	
High School	Num	%	Num	%	Num	%	Num	%	Num	%
Other	0	.0%	6	13.6%	19	43.2%	19	43.2%	44	1.8%
Western Dubuque	10	6.3%	32	20.0%	90	56.3%	28	17.5%	160	6.6%
West Delaware	14	12.5%	8	7.1%	24	21.4%	66	58.9%	112	4.6%
Wahlert	8	3.0%	30	11.4%	114	43.3%	111	42.2%	263	10.8%
Valley	1	4.8%	6	28.6%	10	47.6%	4	19.0%	21	.9%
Turkey Valley	4	5.3%	15	20.0%	42	56.0%	14	18.7%	75	3.1%
Starmont	5	10.4%	1	2.1%	10	20.8%	32	66.7%	48	2.0%
So. Winneshiek	5	7.9%	17	27.0%	33	52.4%	8	12.7%	63	2.6%
Riceville	1	3.6%	2	7.1%	0	.0%	25	89.3%	28	1.1%
Postville	4	9.3%	12	27.9%	12	27.9%	15	34.9%	43	1.8%
Oelwein	4	3.7%	7	6.5%	26	24.1%	71	65.7%	108	4.4%
Notre Dame	0	.0%	1	7.1%	3	21.4%	10	71.4%	14	.6%
No. Winneshiek	0	.0%	3	15.8%	10	52.6%	6	31.6%	19	.8%
No. Fayette	0	.0%	18	26.5%	29	42.6%	21	30.9%	68	2.8%
New Hampton	2	2.0%	20	20.4%	28	28.6%	48	49.0%	98	4.0%
M-F-L	2	6.9%	3	10.3%	10	34.5%	14	48.3%	29	1.2%
Mar-Mac	2	7.4%	6	22.2%	10	37.0%	9	33.3%	27	1.1%
Maquoketa Valley	2	3.6%	8	14.5%	20	36.4%	25	45.5%	55	2.3%
Leo	2	7.7%	4	15.4%	13	50.0%	7	26.9%	26	1.1%
Howard-Winneshiek	1	1.1%	11	12.2%	41	45.6%	37	41.1%	90	3.7%
Guttenberg	1	2.6%	7	18.4%	17	44.7%	13	34.2%	38	1.6%
Garnavillo	3	14.3%	6	28.6%	8	38.1%	4	19.0%	21	.9%
Fredericksburg	1	5.6%	1	5.6%	2	11.1%	14	77.8%	18	.7%
Edgewood-Colesburg	4	10.3%	1	2.6%	11	28.2%	23	59.0%	39	1.6%
Eastern Allamakee	0	.0%	10	28.6%	10	28.6%	15	42.9%	35	1.4%
Dubuque	24	4.8%	103	20.5%	232	46.1%	144	28.6%	503	20.6%
Decorah	2	1.6%	23	18.9%	57	46.7%	40	32.8%	122	5.0%
Central	4	6.3%	10	15.6%	27	42.2%	23	35.9%	64	2.6%
Beckman	4	4.3%	16	17.4%	50	54.3%	22	23.9%	92	3.8%
Allamakee	4	3.4%	27	22.7%	59	49.6%	29	24.4%	119	4.9%
TOTALS:	114	4.7%	414	17.0%	1,017	41.6%	897	36.7%	2,442	100.0%
Minimum	0		1		0		4		14	.6%
Maximum	24		103		232		144		503	20.6%
Average	3.8		13.8		33.9		29.9		81.4	3.3%
Standard deviation	4.9		19.0		45.5		31.5		95.6	3.3%

AF. Desired college programs and services

In a series of questions, the high school seniors were asked to identify those programs and services they would want from the college they attended. Table II-9a presents the desired student activities for those who indicated that they were college-bound. Table II-9b indicates that 36.4 percent of the seniors believed that they would be more inclined to attend NITI if there were housing available next to the campus. However, when only those students who planned to attend a two-year college are analyzed, then half (50.0%) would be more likely to attend NITI if housing were available next to campus. Information on available housing needs to be made available to these seniors prior to the time when they make their final college choices and the adequacy of current student housing needs to be assessed.

AG. Table II-9a. Interest in student activities

Desired College Student Activities	Enter college later		Enter college after high sch		Total	
	Number	Percent	Number	Percent	Number	Percent
Voc/Indust Clubs	35	9.9%	38	23.0%	73	14.1%
Student government	4	1.1%	11	6.7%	15	2.9%
Speech & debate	2	.6%	2	1.2%	4	.8%
Publications	4	1.1%	1	.6%	5	1.0%
Peer helper groups	12	3.4%	3	1.8%	15	2.9%
Office Education Assn	18	5.1%	24	14.5%	42	8.1%
Health Occup St Assn	13	3.7%	41	24.8%	54	10.4%
Foreign language club	21	5.9%	4	2.4%	25	4.8%
Drama and plays	19	5.4%	4	2.4%	23	4.4%
Dist. Educ. Clubs	10	2.8%	8	4.8%	18	3.5%
Choir	38	10.8%	4	2.4%	42	8.1%
Athletics	148	41.9%	9	5.5%	157	30.3%
Ag Clubs	29	8.2%	16	9.7%	45	8.7%
TOTALS:	353	100.0%	165	100.0%	518	100.0%

AH. Table II-9b. Interest in student housing

STATEMENT

20. If housing were available next to campus, would you be more likely to attend NITI?	YES		NO	
	Num	%	Num	%
All respondents	875	36.4%	1529	63.6%
Responses by two-year college preference				
American Institute of Business	28	45.9%	33	54.1%
Clinton Community College	5	38.5%	8	61.5%
Ellsworth Community College	20	40.0%	30	60.0%
Hamilton Business College	34	51.5%	32	48.5%
Kirkwood Community College	137	46.1%	160	53.9%
Northeast Iowa Technical Institute	171	56.8%	130	43.2%
North Iowa Area Community College	54	49.1%	56	50.9%
Two-year college total:	449	50.0%	449	50.0%

AI. Student who plan to enter NITI

1. Table II-10a. Subjects wanted (NITI programs)

NITI PROGRAMS SUBJECT AREA	Subject Area of First Choice		Subject Area of Second Choice		Subject Area of Third Choice		Composite of All Choices	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Accounting specialist	20	6.6%	9	3.3%	6	2.6%	35	4.4%
2. Agri-business technology	11	3.6%	6	2.2%	5	2.2%	22	2.7%
3. Associate degree nursing	14	4.6%	2	.7%	1	.4%	17	2.1%
4. Auto body repair	25	8.3%	21	7.7%	10	4.3%	56	7.0%
5. Auto mechanics	31	10.2%	26	9.6%	20	8.7%	77	9.6%
6. Auto technology	3	1.0%	7	2.6%	9	3.9%	19	2.4%
7. Bookkeeping / accounting	15	5.0%	29	10.7%	5	2.2%	49	6.1%
8. Business computer programming	5	1.7%	10	3.7%	11	4.8%	26	3.2%
9. Carpentry	11	3.6%	3	1.1%	11	4.8%	25	3.1%
10. Clerical	17	5.6%	8	3.0%	5	2.2%	30	3.7%
11. Commercial/residential electrician	1	.3%	3	1.1%	0	.0%	4	.5%
12. Computer technology	10	3.3%	7	2.6%	5	2.2%	22	2.7%
13. Contracted vocational education	0	.0%	0	.0%	0	.0%	0	.0%
14. Cosmetology	17	5.6%	10	3.7%	10	4.3%	37	4.6%
15. Dairy herd management	7	2.3%	10	3.7%	6	2.6%	23	2.9%
16. Dental assisting	7	2.3%	5	1.8%	6	2.6%	18	2.2%
17. Diesel mechanics	7	2.3%	8	3.0%	9	3.9%	24	3.0%
18. Dye design	0	.0%	0	.0%	0	.0%	0	.0%
19. Early childhood education	20	6.6%	11	4.1%	8	3.5%	39	4.9%
20. Electronic technology	5	1.7%	4	1.5%	4	1.7%	13	1.6%
21. Environmental technician	1	.3%	1	.4%	2	.9%	4	.5%
22. Farm implement management	12	4.0%	8	3.0%	7	3.0%	27	3.4%
23. General machinist	0	.0%	4	1.5%	2	.9%	6	.7%
24. Heating / Air conditioning	2	.7%	3	1.1%	0	.0%	5	.6%
25. Human services technician	5	1.7%	7	2.6%	4	1.7%	16	2.0%
26. Industrial electrician	2	.7%	1	.4%	3	1.3%	6	.7%
27. Information processing technician	1	.3%	0	.0%	2	.9%	3	.4%
28. Licensed practical nursing	4	1.3%	10	3.7%	4	1.7%	18	2.2%
29. Marketing	0	.0%	4	1.5%	5	2.2%	9	1.1%
30. Marketing management	4	1.3%	9	3.3%	5	2.2%	18	2.2%
31. Mechanical technology	3	1.0%	5	1.8%	4	1.7%	12	1.5%
32. Medical coder transcriptionist	0	.0%	1	.4%	2	.9%	3	.4%
33. Medical records technology	0	.0%	2	.7%	1	.4%	3	.4%
34. Office specialist	4	1.3%	3	1.1%	9	3.9%	16	2.0%
35. Plastic mold design	0	.0%	0	.0%	0	.0%	0	.0%
36. Radiologic technology	2	.7%	3	1.1%	1	.4%	6	.7%
37. Respiratory therapy technician	1	.3%	1	.4%	9	3.9%	11	1.4%
38. Secretarial	20	6.6%	11	4.1%	11	4.8%	42	5.2%
39. Tool design	1	.3%	0	.0%	5	2.2%	6	.7%
40. Welding	10	3.3%	11	4.1%	17	7.4%	38	4.7%
41. Word processing	5	1.7%	8	3.0%	6	2.6%	19	2.4%
TOTAL	303	100.0%	271	100.0%	230	100.0%	804	100.0%
Minimum	0		0		0		0	
Maximum	31		29		20		77	
Average	7.4		6.6		5.6		19.6	
Standard Deviation	7.8		6.5		4.5		16.8	

2. Desired subjects

The high school seniors were asked to identify which programs and subjects they would select if they were to attend NITI. The subjects were drawn from those listed in 1987 catalog and were verified by the NITI Director of Career Education. Table II-10a presents the choices of only those students who indicated in a subsequent question (Question #19) that they would attend NITI as their first, second or third choice of postsecondary institution.

With an average composite demand of 20 students and a standard deviation of 17 students, Table II-10a suggests that the following subjects are of particularly high and low demand:

High Demand	Low Demand
4. Auto Body Repair	13. Contracted Vocational Education
5. Auto Mechanics	18. Dye Design
7. Bookkeeping / Accounting	27. Information Processing Technician
14. Cosmetology	32. Medical Coder Transcriptionist
19. Early Childhood Education	33. Medical Record Technology
38. Secretarial	35. Plastic Mold Design
40. Welding	

Caution should be used in interpreting the results reported above. Demand for certain occupational and program categories should not be assessed by student interest alone. Employer demand for these programs should also be taken into consideration. Therefore, these results should be compared with those reported in the Area Businesses Survey.

Table II-10b combines the responses of those wishing to attend NITI with those indicating a preference for other vocational technical institutes (American Institutes of Business, Hamilton Business College, Hawkeye Institute of Technology). When asked what subjects they would prefer if they were to attend NITI, the results were comparable. With a composite average of 27 students choosing any one subject as their first, second or third choice and with a standard deviation of 24 students, nearly the same programs appeared as in high demand and low demand as in Table II-10a. Students desiring to attend other vocational technical institutes have comparable interests to those choosing NITI, but for some reason, they also desire to attend a postsecondary institution outside Merged Area I.

3. Desired B.A./B.S. & Career Option subjects

The high school seniors were also asked which lower division subjects normally found in the general education requirements they were interested in studying. They were also asked to indicate their preference for subjects found in the Career Option programs of community colleges in Iowa. Career Option programs are designed so that the student may use his/her Associate Degree education to either a) immediately enter the work force or b) continue his/her education in that subject area by transferring to a college with a bachelors degree program in that subject.

One of the objectives of the NITI Needs Assessment Study was to differentiate those students planning to attend NITI, a vocational technical institute or a community college from those planning to attend a four-year liberal arts college or research university. Table II-10c reports the preferences for B.S./B.A. subjects of those students planning to attend NITI. Table II-10d reports the Career Option program preferences for those planning to attend NITI. If should be emphasized that respondents were asked to indicate major fields or subjects of interest, not whether a particular subject should be included in the NITI curriculum. Thus, the fact that English received a low demand rating indicates that students planning to enter NITI do not want to major in English; many prefer to major in Business related subjects, which may require English as part of the preparation for careers in Business.

Table II-10b indicated strong demand among students planning to enter NITI for the following B.S./B.A. subjects: Agriculture, Computer and Information Sciences, Engineering, and Health Professions. Community college status would enable NITI to develop articulated programs in these areas. Table II-10c indicated strong demand among students planning to enter NITI for the following Career Option programs: Business and Management, Business Data Processing, Child Care Management, Clerical Receptionist, General Business, and Nursing. NITI instructional administrators and faculty should consult with their counterparts at Iowa community colleges offering these Career Option programs to determine the curricular content and structure necessary to develop fully articulated programs in these subjects. Community college status, then, would enable a substantial number of students planning to enter NITI to continue their education beyond the Associate Degree, should they elect to do so. Ten B.A./B.S. and Career Option subjects area show sufficient demand for further investigation into the feasibility of program development.

4. Table II-10b. Subjects wanted (B.A./B.S. subjects)

BACHELORS DEGREE SUBJECTS	Subject Area of First Choice		Subject Area of Second Choice		Subject Area of Third Choice		Composite of All Choices	
SUBJECT AREA	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Agriculture	44	42.7%	8	11.4%	7	12.1%	59	25.5%
2. Applied design	2	1.9%	2	2.9%	1	1.7%	5	2.2%
3. Anthropology	0	.0%	0	.0%	2	3.4%	2	.9%
4. Biology	0	.0%	3	4.3%	0	.0%	3	1.3%
5. Chemistry	0	.0%	1	1.4%	1	1.7%	2	.9%
6. Computer and Information Sciences	11	10.7%	14	20.0%	5	8.6%	30	13.0%
7. Dramatic arts	3	2.9%	0	.0%	0	.0%	3	1.3%
8. Economics	1	1.0%	0	.0%	1	1.7%	2	.9%
9. Education	4	3.9%	3	4.3%	6	10.3%	13	5.6%
10. Engineering	14	13.6%	12	17.1%	5	8.6%	31	13.4%
11. English	0	.0%	0	.0%	2	3.4%	2	.9%
12. Foreign Languages	0	.0%	0	.0%	1	1.7%	1	.4%
13. Geography	0	.0%	1	1.4%	0	.0%	1	.4%
14. Health professions	11	10.7%	5	7.1%	1	1.7%	17	7.4%
15. History	1	1.0%	1	1.4%	3	5.2%	5	2.2%
16. Home economics	3	2.9%	2	2.9%	1	1.7%	6	2.6%
17. Literature	0	.0%	0	.0%	3	5.2%	3	1.3%
18. Mathematics	3	2.9%	2	2.9%	2	3.4%	7	3.0%
19. Music	3	2.9%	3	4.3%	0	.0%	6	2.6%
20. Philosophy	0	.0%	0	.0%	0	.0%	0	.0%
21. Physics	0	.0%	1	1.4%	1	1.7%	2	.9%
22. Political science	1	1.0%	0	.0%	1	1.7%	2	.9%
23. Prelaw	0	.0%	1	1.4%	8	13.8%	9	3.9%
24. Psychology	1	1.0%	4	5.7%	0	.0%	5	2.2%
25. Sociology	1	1.0%	6	8.6%	1	1.7%	8	3.5%
26. Statistics	0	.0%	0	.0%	0	.0%	0	.0%
27. Writing	0	.0%	1	1.4%	6	10.3%	7	3.0%
TOTAL	103	100.0%	70	100.0%	58	100.0%	231	100.0%
Minimum	0		0		0		0	
Maximum	44		14		8		59	
Average	3.8		2.6		2.1		8.6	
Standard Deviation	8.9		3.6		2.4		12.8	

5. Table II-10c. Subjects wanted (Career Opt. prog.)

CAREER OPTION PROGRAM AREAS SUBJECT AREA	Subject Area of First Choice		Subject Area of Second Choice		Subject Area of Third Choice		Composite of All Choices	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
28. Aviation / airport management	4	2.7%	8	5.7%	6	4.9%	18	4.3%
29. Business and management	36	24.0%	17	12.1%	12	9.8%	65	15.7%
30. Business data processing	6	4.0%	10	7.1%	7	5.7%	23	5.6%
31. Child care management	17	11.3%	8	5.7%	7	5.7%	32	7.7%
32. Clerical receptionist	19	12.7%	8	5.7%	6	4.9%	33	8.0%
33. Commercial art	1	.7%	1	.7%	2	1.6%	4	1.0%
34. Communications media technology	0	.0%	2	1.4%	1	.8%	3	.7%
35. Community corrections	0	.0%	2	1.4%	1	.8%	3	.7%
36. Community services	1	.7%	3	2.1%	4	3.3%	8	1.9%
37. Computer-aided drafting and design	4	2.7%	0	.0%	8	6.5%	12	2.9%
38. Educational assisting & training	0	.0%	5	3.5%	1	.8%	6	1.4%
39. Environmental control technology	2	1.3%	2	1.4%	0	.0%	4	1.0%
40. Fire control and safety	0	.0%	18	12.8%	1	.8%	19	4.6%
41. General business	6	4.0%	8	5.7%	10	8.1%	24	5.8%
42. General business banking	3	2.0%	0	.0%	3	2.4%	6	1.4%
43. General merchandise	0	.0%	2	1.4%	2	1.6%	4	1.0%
44. Handicapped services	0	.0%	7	5.0%	1	.8%	8	1.9%
45. Health care administration	2	1.3%	3	2.1%	4	3.3%	9	2.2%
46. Horticulture	1	.7%	7	5.0%	1	.8%	9	2.2%
47. Human services	6	4.0%	0	.0%	3	2.4%	9	2.2%
48. International marketing	0	.0%	0	.0%	1	.8%	1	.2%
49. Journalism	0	.0%	0	.0%	0	.0%	0	.0%
50. Labor/industrial relations	3	2.0%	4	2.8%	1	.8%	8	1.9%
51. Legal assisting	1	.7%	1	.7%	1	.8%	3	.7%
52. Legal secretarial	5	3.3%	0	.0%	5	4.1%	10	2.4%
53. Management development	2	1.3%	2	1.4%	2	1.6%	6	1.4%
54. Medical secretarial	2	1.3%	4	2.8%	2	1.6%	8	1.9%
55. Nursing	20	13.3%	2	1.4%	5	4.1%	27	6.5%
56. Radio television broadcasting	2	1.3%	4	2.8%	4	3.3%	10	2.4%
57. Real estate	0	.0%	2	1.4%	2	1.6%	4	1.0%
58. Recreation enterprises management	0	.0%	0	.0%	1	.8%	1	.2%
59. Rehabilitation services	2	1.3%	0	.0%	4	3.3%	6	1.4%
60. Renewable natural resources	1	.7%	0	.0%	1	.8%	2	.5%
61. Retail sales merchandising	0	.0%	1	.7%	1	.8%	2	.5%
62. Sales / marketing management	2	1.3%	4	2.8%	12	9.8%	18	4.3%
63. Transportation management	2	1.3%	6	4.3%	1	.8%	9	2.2%
TOTAL	150	100.0%	141	100.0%	123	100.0%	414	100.0%
Minimum	0		0		0		0	
Maximum	36		18		12		65	
Average	4.2		3.9		3.4		11.5	
Standard Deviation	7.4		4.4		3.2		12.6	

AJ. Students who plan to enter a votech institute

1. Desired NITI programs

Table II-11a combines the responses of those wishing to attend NITI with those indicating a preference for other vocational technical institutes (American Institutes of Business, Hamilton Business College, Hawkeye Institute of Technology). When asked what subjects they would prefer if they were to attend NITI, the results were comparable. With a composite average of 27 students choosing any one subject as their first, second or third choice and with a standard deviation of 24 students, nearly the same programs appeared as in high demand and low demand as in Table II-10a. Students desiring to attend vocational technical institutes have comparable interests to those choosing NITI.

2. Table II-11a. Subjects wanted (NITI programs)

NITI PROGRAMS	Subject Area of First Choice		Subject Area of Second Choice		Subject Area of Third Choice		Composite of All Choices	
SUBJECT AREA	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Accounting specialist	31	7.2%	26	6.9%	9	3.0%	66	5.9%
2. Agri-business technology	12	2.8%	6	1.6%	5	1.6%	23	2.1%
3. Associate degree nursing	14	3.3%	2	.5%	2	.7%	18	1.6%
4. Auto body repair	27	6.3%	23	6.1%	11	3.6%	61	5.5%
5. Auto mechanics	32	7.5%	27	7.2%	24	7.9%	83	7.5%
6. Auto technology	3	.7%	8	2.1%	9	3.0%	20	1.8%
7. Bookkeeping / accounting	40	9.3%	43	11.4%	9	3.0%	92	8.3%
8. Business computer programming	19	4.4%	21	5.6%	17	5.6%	57	5.1%
9. Carpentry	11	2.6%	4	1.1%	11	3.6%	26	2.3%
10. Clerical	19	4.4%	18	4.8%	10	3.3%	47	4.2%
11. Commercial/residential electrician	1	.2%	3	.8%	0	.0%	4	.4%
12. Computer technology	15	3.5%	11	2.9%	9	3.0%	35	3.2%
13. Contracted vocational education	0	.0%	0	.0%	0	.0%	0	.0%
14. Cosmetology	22	5.1%	14	3.7%	18	5.9%	54	4.9%
15. Dairy herd management	7	1.6%	10	2.7%	6	2.0%	23	2.1%
16. Dental assisting	7	1.6%	6	1.6%	5	1.6%	18	1.6%
17. Diesel mechanics	10	2.3%	8	2.1%	9	3.0%	27	2.4%
18. Dye design	0	.0%	1	.3%	1	.3%	2	.2%
19. Early childhood education	20	4.7%	13	3.4%	11	3.6%	44	4.0%
20. Electronic technology	7	1.6%	5	1.3%	4	1.3%	16	1.4%
21. Environmental technician	1	.2%	1	.3%	2	.7%	4	.4%
22. Farm implement management	12	2.8%	8	2.1%	7	2.3%	27	2.4%
23. General machinist	0	.0%	4	1.1%	2	.7%	6	.5%
24. Heating / Air conditioning	3	.7%	4	1.1%	0	.0%	7	.6%
25. Human services technician	6	1.4%	7	1.9%	7	2.3%	20	1.8%
26. Industrial electrician	2	.5%	2	.5%	3	1.0%	7	.6%
27. Information processing technician	2	.5%	0	.0%	3	1.0%	5	.5%
28. Licensed practical nursing	6	1.4%	12	3.2%	5	1.6%	23	2.1%
29. Marketing	2	.5%	10	2.7%	8	2.6%	20	1.8%
30. Marketing management	11	2.6%	15	4.0%	8	2.6%	34	3.1%
31. Mechanical technology	7	1.6%	5	1.3%	4	1.3%	16	1.4%
32. Medical coder transcriptionist	0	.0%	2	.5%	2	.7%	4	.4%
33. Medical records technology	2	.5%	2	.5%	1	.3%	5	.5%
34. Office specialist	6	1.4%	9	2.4%	13	4.3%	28	2.5%
35. Plastic mold design	0	.0%	1	.3%	0	.0%	1	.1%
36. Radiologic technology	3	.7%	4	1.1%	1	.3%	8	.7%
37. Respiratory therapy technician	1	.2%	2	.5%	12	3.9%	15	1.4%
38. Secretarial	41	9.6%	16	4.2%	20	6.6%	77	6.9%
39. Tool design	2	.5%	0	.0%	5	1.6%	7	.6%
40. Welding	10	2.3%	11	2.9%	18	5.9%	39	3.5%
41. Word processing	14	3.3%	13	3.4%	14	4.6%	41	3.7%
TOTAL	428	100.0%	377	100.0%	305	100.0%	1110	100.0%
Minimum	0		0		0		0	
Maximum	41		43		24		92	
Average	10.4		9.2		7.4		27.1	
Standard Deviation	11.0		9.0		6.0		23.8	

3. Desired B.A./B.S. & Career Option subject

Table II-11b reports the preferences for B.S./B.A. subjects of those students planning to attend a vocational technical institute (American Institutes of Business, Hamilton Business College, Hawkeye Institute of Technology, NITI). Table II-11b reports the Career Option program preferences for those planning to attend a vocational technical institute. Again, it should be emphasized that respondents were asked to indicate major fields or subjects of interest, not whether a particular subject should be included in the NITI curriculum.

Table II-11b indicated strong demand among students planning to a vocational technical institute for the following B.S./B.A. subjects: Agriculture, Computer and Information Sciences, and Engineering. Community college status would enable NITI to develop articulated programs in these areas. Table II-11c indicated strong demand among students planning to enter NITI for the following Career Option programs: Business and Management, Business Data Processing, Clerical Receptionist, and General Business. These results parallel those where only students planning to enter NITI were considered. The option to transfer study in selected technical and professional subjects to a baccalaureate program is desired by those students intending to enter a vocational technical institute in Iowa.

4. **Table II-11b. Subjects wanted (B.A./B.S. subjects)**

BACHELORS DEGREE SUBJECTS	Subject Area of First Choice		Subject Area of Second Choice		Subject Area of Third Choice		Composite of All Choices	
SUBJECT AREA	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Agriculture	45	35.7%	8	9.1%	8	10.7%	61	21.1%
2. Applied design	4	3.2%	2	2.3%	2	2.7%	8	2.8%
3. Anthropology	2	1.6%	0	.0%	3	4.0%	5	1.7%
4. Biology	0	.0%	3	3.4%	0	.0%	3	1.0%
5. Chemistry	0	.0%	2	2.3%	1	1.3%	3	1.0%
6. Computer and Information Sciences	15	11.9%	21	23.9%	12	16.0%	48	16.6%
7. Dramatic arts	3	2.4%	0	.0%	1	1.3%	4	1.4%
8. Economics	2	1.6%	1	1.1%	4	5.3%	7	2.4%
9. Education	5	4.0%	4	4.5%	6	8.0%	15	5.2%
10. Engineering	17	13.5%	13	14.8%	5	6.7%	35	12.1%
11. English	0	.0%	0	.0%	2	2.7%	2	.7%
12. Foreign Languages	0	.0%	0	.0%	1	1.3%	1	.3%
13. Geography	0	.0%	1	1.1%	0	.0%	1	.3%
14. Health professions	13	10.3%	5	5.7%	1	1.3%	19	6.6%
15. History	1	.8%	1	1.1%	1	1.3%	3	1.0%
16. Home economics	5	4.0%	2	2.3%	4	5.3%	11	3.8%
17. Literature	0	.0%	0	.0%	1	1.3%	1	.3%
18. Mathematics	6	4.8%	2	2.3%	3	4.0%	11	3.8%
19. Music	3	2.4%	5	5.7%	6	8.0%	14	4.8%
20. Philosophy	1	.8%	0	.0%	0	.0%	1	.3%
21. Physics	0	.0%	1	1.1%	0	.0%	1	.3%
22. Political science	0	.0%	0	.0%	1	1.3%	1	.3%
23. Prelaw	0	.0%	1	1.1%	2	2.7%	3	1.0%
24. Psychology	3	2.4%	7	8.0%	8	10.7%	18	6.2%
25. Sociology	1	.8%	6	6.8%	2	2.7%	9	3.1%
26. Statistics	0	.0%	2	2.3%	1	1.3%	3	1.0%
27. Writing	0	.0%	1	1.1%	0	.0%	1	.3%
TOTAL	126	100.0%	88	100.0%	75	100.0%	289	100.0%
Minimum	0		0		0		1	
Maximum	45		21		12		61	
Average	4.7		3.3		2.8		10.7	
Standard Deviation	9.3		4.7		3.0		14.9	

5. Table II-11c. Subjects wanted (Career Opt. prog.)

CAREER OPTION PROGRAM AREAS	Subject Area of First Choice		Subject Area of Second Choice		Subject Area of Third Choice		Composite of All Choices	
SUBJECT AREA	Number	Percent	Number	Percent	Number	Percent	Number	Percent
28. Aviation / airport management	8	3.3%	12	5.4%	10	5.3%	30	4.6%
29. Business and management	84	35.1%	34	15.4%	17	9.0%	135	20.8%
30. Business data processing	7	2.9%	22	10.0%	17	9.0%	46	7.1%
31. Child care management	17	7.1%	10	4.5%	8	4.3%	35	5.4%
32. Clerical receptionist	27	11.3%	15	6.8%	6	3.2%	48	7.4%
33. Commercial art	1	.4%	1	.5%	3	1.6%	5	.8%
34. Communications media technology	0	.0%	3	1.4%	2	1.1%	5	.8%
35. Community corrections	0	.0%	0	.0%	1	.5%	1	.2%
36. Community services	1	.4%	1	.5%	4	2.1%	6	.9%
37. Computer-aided drafting and design	5	2.1%	5	2.3%	9	4.8%	19	2.9%
38. Educational assisting & training	0	.0%	0	.0%	1	.5%	1	.2%
39. Environmental control technology	2	.8%	5	2.3%	0	.0%	7	1.1%
40. Fire control and safety	0	.0%	2	.9%	1	.5%	3	.5%
41. General business	7	2.9%	22	10.0%	17	9.0%	46	7.1%
42. General business banking	5	2.1%	17	7.7%	7	3.7%	29	4.5%
43. General merchandise	1	.4%	0	.0%	4	2.1%	5	.8%
44. Handicapped services	0	.0%	2	.9%	1	.5%	3	.5%
45. Health care administration	2	.8%	10	4.5%	4	2.1%	16	2.5%
46. Horticulture	1	.4%	3	1.4%	1	.5%	5	.8%
47. Human services	6	2.5%	8	3.6%	5	2.7%	19	2.9%
48. International marketing	0	.0%	0	.0%	2	1.1%	2	.3%
49. Journalism	0	.0%	0	.0%	1	.5%	1	.2%
50. Labor/industrial relations	3	1.3%	4	1.8%	1	.5%	8	1.2%
51. Legal assisting	2	.8%	3	1.4%	3	1.6%	8	1.2%
52. Legal secretarial	16	6.7%	3	1.4%	9	4.8%	28	4.3%
53. Management development	2	.8%	3	1.4%	3	1.6%	8	1.2%
54. Medical secretarial	4	1.7%	6	2.7%	4	2.1%	14	2.2%
55. Nursing	21	8.8%	3	1.4%	8	4.3%	32	4.9%
56. Radio television broadcasting	2	.8%	5	2.3%	8	4.3%	15	2.3%
57. Real estate	0	.0%	3	1.4%	3	1.6%	6	.9%
58. Recreation enterprises management	0	.0%	0	.0%	1	.5%	1	.2%
59. Rehabilitation services	2	.8%	1	.5%	5	2.7%	8	1.2%
60. Renewable natural resources	1	.4%	0	.0%	1	.5%	2	.3%
61. Retail sales merchandising	0	.0%	2	.9%	4	2.1%	6	.9%
62. Sales / marketing management	5	2.1%	9	4.1%	14	7.4%	28	4.3%
63. Transportation management	7	2.9%	7	3.2%	3	1.6%	17	2.6%
TOTAL	239	100.0%	221	100.0%	188	100.0%	648	100.0%
Minimum	0		0		0		1	
Maximum	84		34		17		135	
Average	6.6		6.1		5.2		18	
Standard Deviation	14.7		7.6		4.8		24.4	

AK. Students who plan to enter a community college

1. Desired NITI programs

Table II-12a combines the responses of those wishing to leave the district in order to attend an Iowa community college (Clinton Community College, Ellsworth Community College, Kirkwood Community College and North Iowa Area Community College). With a composite average of 20 students choosing any one subject as their first, second or third choice and with a standard deviation of 26 students, several NITI programs appeared as in high demand and low demand. Several of the NITI programs hold little interest to students leaving the district to attend a community college, while others hold strong demand.

High Demand Programs	Low Demand Programs
1. Accounting Specialist	11. Commercial-Residential Electrician
4. Auto Body Repair	13. Contracted Vocational Education
5. Auto Mechanics	18. Dye Design
7. Bookkeeping / Accounting	23. General Machinist
8. Business Computer Programming	26. Industrial Electrician
30. Marketing Management	27. Information Processing Technician
38. Secretarial	35. Plastic Mold Design

2. **Table II-12a. Subjects wanted (NITI programs)**

NITI PROGRAMS	Subject Area of First Choice		Subject Area of Second Choice		Subject Area of Third Choice		Composite of All Choices	
SUBJECT AREA	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Accounting specialist	34	8.3%	11	3.1%	11	3.6%	56	5.2%
2. Agri-business technology	17	4.1%	7	2.0%	7	2.3%	31	2.9%
3. Associate degree nursing	6	1.5%	0	.0%	1	.3%	7	.7%
4. Auto body repair	30	7.3%	17	4.8%	11	3.6%	58	5.4%
5. Auto mechanics	17	4.1%	24	6.7%	17	5.6%	58	5.4%
6. Auto technology	1	.2%	3	.8%	8	2.6%	12	1.1%
7. Bookkeeping / accounting	22	5.4%	39	11.0%	8	2.6%	69	6.4%
8. Business computer programming	16	3.9%	19	5.3%	15	4.9%	50	4.7%
9. Carpentry	18	4.4%	9	2.5%	12	3.9%	39	3.6%
10. Clerical	15	3.6%	11	3.1%	12	3.9%	38	3.5%
11. Commercial/residential electrician	0	.0%	4	1.1%	1	.3%	5	.5%
12. Computer technology	18	4.4%	10	#NAME?	12	3.9%	40	3.7%
13. Contracted vocational education	0	.0%	0	.0%	0	.0%	0	.0%
14. Cosmetology	18	4.4%	10	2.8%	15	4.9%	43	4.0%
15. Dairy herd management	8	1.9%	8	2.2%	6	2.0%	22	2.1%
16. Dental assisting	13	3.2%	5	1.4%	9	3.0%	27	2.5%
17. Diesel mechanics	5	1.2%	12	3.4%	11	3.6%	28	2.6%
18. Dye design	2	.5%	2	.6%	2	.7%	6	.6%
19. Early childhood education	15	3.6%	18	5.1%	8	2.6%	41	3.8%
20. Electronic technology	14	3.4%	9	2.5%	6	2.0%	29	2.7%
21. Environmental technician	3	.7%	10	2.8%	3	1.0%	16	1.5%
22. Farm implement management	6	1.5%	6	1.7%	5	1.6%	17	1.6%
23. General machinist	2	.5%	3	.8%	0	.0%	5	.5%
24. Heating / Air conditioning	1	.2%	3	.8%	3	1.0%	7	.7%
25. Human services technician	12	2.9%	7	2.0%	10	3.3%	29	2.7%
26. Industrial electrician	2	.5%	2	.6%	2	.7%	6	.6%
27. Information processing technician	0	.0%	0	.0%	2	.7%	2	.2%
28. Licensed practical nursing	7	1.7%	5	1.4%	6	2.0%	18	1.7%
29. Marketing	14	3.4%	18	5.1%	9	3.0%	41	3.8%
30. Marketing management	27	6.6%	20	5.6%	22	7.2%	69	6.4%
31. Mechanical technology	6	1.5%	0	.0%	3	1.0%	9	.8%
32. Medical coder transcriptionist	0	.0%	4	1.1%	3	1.0%	7	.7%
33. Medical records technology	4	1.0%	7	2.0%	6	2.0%	17	1.6%
34. Office specialist	3	.7%	4	1.1%	8	2.6%	15	1.4%
35. Plastic mold design	1	.2%	4	1.1%	1	.3%	6	.6%
36. Radiologic technology	4	1.0%	3	.8%	1	.3%	8	.7%
37. Respiratory therapy technician	4	1.0%	3	.8%	3	1.0%	10	.9%
38. Secretarial	28	6.8%	15	4.2%	13	4.3%	56	5.2%
39. Tool design	2	.5%	4	1.1%	4	1.3%	10	.9%
40. Welding	8	1.9%	10	2.8%	14	4.6%	32	3.0%
41. Word processing	8	1.9%	10	2.8%	15	4.9%	33	3.1%
TOTAL	411	100.0%	356	97.2%	305	100.0%	1072	100.0%
Minimum	0		0		0		0	
Maximum	34		39		22		69	
Average	10		9		7		26	
Standard Deviation	9		8		5		20	

3. Desired B.A/B.S. & Career Option subjects

Table II-12b reports the preferences for B.S./B.A. subjects of those students planning to attend public community college (Clinton Community College, Ellsworth Community College, Kirkwood Community College, or North Iowa Area Community College). Table II-12c reports the Career Option program preferences for those planning to attend these community colleges. For every student who chooses to attend NITI, two other high school seniors intend to leave the district so that they can attend a community college. Thus, these students' subject major preferences should be particularly important in the consideration of community college status for NITI. Again, it should be emphasized that respondents were asked to indicate major fields or subjects of interest, not whether a particular subject should be included in the NITI curriculum.

Table II-12c indicated strong demand among students planning to attend a community college for the following B.S./B.A. subjects: Agriculture, Computer and Information Sciences, Education, Engineering and Psychology. Community college status would enable NITI to develop articulated programs in these areas. Table II-11c indicated strong demand among students planning to enter a community college for the following Career Option programs: Business and Management, General Business and Sales / Marketing Management. These results parallel those where only students planning to enter NITI were considered and where those planning to enter a vocational technical institute were examined. Additional interest in the B.A./B.S. subject area of Psychology and in the Career Option program area of Sales / Marketing Management was indicated. The option to transfer study in selected technical and professional subjects to a baccalaureate program is desired by those students intending to enter an Iowa community college.

4. Table II-12b. Subjects wanted (B.A./B.S. subjects)

BACHELORS DEGREE SUBJECTS SUBJECT AREA	Subject Area of First Choice Number	 Percent	Subject Area of Second Choice Number	 Percent	Subject Area of Third Choice Number	 Percent	Composite of All Choices Number	 Percent
1. Agriculture	38	23.5%	11	7.9%	7	7.0%	56	13.9%
2. Applied design	10	6.2%	4	2.9%	3	3.0%	17	4.2%
3. Anthropology	1	.6%	2	1.4%	2	2.0%	5	1.2%
4. Biology	6	3.7%	4	2.9%	5	5.0%	15	3.7%
5. Chemistry	2	1.2%	0	.0%	2	2.0%	4	1.0%
6. Computer and Information Sciences	17	10.5%	20	14.3%	5	5.0%	42	10.4%
7. Dramatic arts	3	1.9%	1	.7%	4	4.0%	8	2.0%
8. Economics	3	1.9%	2	1.4%	5	5.0%	10	2.5%
9. Education	10	6.2%	11	7.9%	7	7.0%	28	7.0%
10. Engineering	27	16.7%	12	8.6%	7	7.0%	46	11.4%
11. English	2	1.2%	2	1.4%	1	1.0%	5	1.2%
12. Foreign Languages	0	.0%	4	2.9%	3	3.0%	7	1.7%
13. Geography	0	.0%	0	.0%	3	3.0%	3	.7%
14. Health professions	10	6.2%	5	3.6%	2	2.0%	17	4.2%
15. History	4	2.5%	4	2.9%	5	5.0%	13	3.2%
16. Home economics	5	3.1%	5	3.6%	3	3.0%	13	3.2%
17. Literature	0	.0%	0	.0%	2	2.0%	2	.5%
18. Mathematics	3	1.9%	9	6.4%	2	2.0%	14	3.5%
19. Music	0	.0%	5	3.6%	8	8.0%	13	3.2%
20. Philosophy	1	.6%	1	.7%	0	.0%	2	.5%
21. Physics	1	.6%	1	.7%	0	.0%	2	.5%
22. Political science	0	.0%	0	.0%	1	1.0%	1	.2%
23. Prelaw	5	3.1%	6	4.3%	4	4.0%	15	3.7%
24. Psychology	7	4.3%	17	12.1%	11	11.0%	35	8.7%
25. Sociology	3	1.9%	10	7.1%	7	7.0%	20	5.0%
26. Statistics	0	.0%	2	1.4%	1	1.0%	3	.7%
27. Writing	4	2.5%	2	1.4%	0	.0%	6	1.5%
TOTAL	162	100.0%	140	100.0%	100	100.0%	402	100.0%
Minimum	0		0		0		1	
Maximum	38		20		11		56	
Average	6.0		5.2		3.7		14.9	
Standard Deviation	8.8		5.3		2.8		14.6	

5. **Table II-12c. Subjects wanted (Career Opt. prog.)**

CAREER OPTION PROGRAM AREAS	Subject Area of First Choice		Subject Area of Second Choice		Subject Area of Third Choice		Composite of All Choices	
SUBJECT AREA	Number	Percent	Number	Percent	Number	Percent	Number	Percent
28. Aviation / airport management	9	3.7%	9	4.0%	5	2.5%	23	3.4%
29. Business and management	51	21.0%	32	14.3%	26	12.9%	109	16.3%
30. Business data processing	6	2.5%	10	4.5%	7	3.5%	23	3.4%
31. Child care management	4	1.6%	5	2.2%	12	5.9%	21	3.1%
32. Clerical receptionist	11	4.5%	9	4.0%	2	1.0%	22	3.3%
33. Commercial art	9	3.7%	1	.4%	2	1.0%	12	1.8%
34. Communications media technology	8	3.3%	8	3.6%	5	2.5%	21	3.1%
35. Community corrections	2	.8%	0	.0%	2	1.0%	4	.6%
36. Community services	1	.4%	3	1.3%	3	1.5%	7	1.0%
37. Computer-aided drafting and design	9	3.7%	5	2.2%	13	6.4%	27	4.0%
38. Educational assisting & training	3	1.2%	1	.4%	1	.5%	5	.7%
39. Environmental control technology	0	.0%	5	2.2%	2	1.0%	7	1.0%
40. Fire control and safety	0	.0%	1	.4%	3	1.5%	4	.6%
41. General business	7	2.9%	19	8.5%	23	11.4%	49	7.3%
42. General business banking	3	1.2%	9	4.0%	5	2.5%	17	2.5%
43. General merchandise	2	.8%	3	1.3%	3	1.5%	8	1.2%
44. Handicapped services	3	1.2%	1	.4%	3	1.5%	7	1.0%
45. Health care administration	1	.4%	6	2.7%	3	1.5%	10	1.5%
46. Horticulture	5	2.1%	3	1.3%	0	.0%	8	1.2%
47. Human services	12	4.9%	6	2.7%	9	4.5%	27	4.0%
48. International marketing	0	.0%	1	.4%	2	1.0%	3	.4%
49. Journalism	2	.8%	3	1.3%	1	.5%	6	.9%
50. Labor/industrial relations	3	1.2%	2	.9%	2	1.0%	7	1.0%
51. Legal assisting	1	.4%	8	3.6%	1	.5%	10	1.5%
52. Legal secretarial	12	4.9%	4	1.8%	9	4.5%	25	3.7%
53. Management development	4	1.6%	4	1.8%	5	2.5%	13	1.9%
54. Medical secretarial	17	7.0%	6	2.7%	3	1.5%	26	3.9%
55. Nursing	7	2.9%	5	2.2%	7	3.5%	19	2.8%
56. Radio television broadcasting	6	2.5%	8	3.6%	6	3.0%	20	3.0%
57. Real estate	4	1.6%	3	1.3%	3	1.5%	10	1.5%
58. Recreation enterprises management	8	3.3%	4	1.8%	3	1.5%	15	2.2%
59. Rehabilitation services	4	1.6%	0	.0%	2	1.0%	6	.9%
60. Renewable natural resources	1	.4%	2	.9%	2	1.0%	5	.7%
61. Retail sales merchandising	14	5.8%	6	2.7%	7	3.5%	27	4.0%
62. Sales / marketing management	12	4.9%	27	12.1%	16	7.9%	55	8.2%
63. Transportation management	2	.8%	5	2.2%	4	2.0%	11	1.6%
TOTAL	243	100.0%	224	100.0%	202	100.0%	669	100.0%
Minimum	0		0		0		3	
Maximum	51		32		26		109	
Average	6.8		6.2		5.6		18.6	
Standard Deviation	8.8		6.8		5.9		19.5	

AL. Subjects wanted by 2-year college students

1. Summary of Desired NITI programs

Table II-13a combines the responses of those wishing to leave the district in order to attend an Iowa community college or planing to attend an Iowa vocational technical institute (including NITI). These students represent a distinct group among high school seniors whose plans, academic background and high school curriculum are different from those seniors planning to enroll in a liberal arts college or a university. With a composite average of 73 students choosing any one subject as their first, second or third choice and with a standard deviation of 58 student choices, several NITI programs appeared to be in high demand and low demand. Several of the NITI programs hold little interest to students leaving the district to attend a community, while other hold strong demand.

High Demand Programs	Low Demand Programs
1. Accounting Specialist	11. Commercial-Residential Electrician
4. Auto Body Repair	13. Contracted Vocational Education
5. Auto Mechanics	18. Dye Design
7. Bookkeeping / Accounting	27. Information Processing Technician
8. Business Computer Programming	35. Plastic Mold Design
14. Cosmetology	
38. Secretarial	

2. Table II-13a. Subjects wanted (NITI programs)

NITI PROGRAMS SUBJECT AREA	NITI Students All Choices		Votech Students All Choices		Com Col Students All Choices		Composite of All Choices	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Accounting specialist	35	4.4%	66	5.9%	56	5.2%	157	5.3%
2. Agri-business technology	22	2.7%	23	2.1%	31	2.9%	76	2.5%
3. Associate degree nursing	17	2.1%	18	1.6%	7	.7%	42	1.4%
4. Auto body repair	56	7.0%	61	5.5%	58	5.4%	175	5.9%
5. Auto mechanics	77	9.6%	83	7.5%	58	5.4%	218	7.3%
6. Auto technology	19	2.4%	20	1.8%	12	1.1%	51	1.7%
7. Bookkeeping / accounting	49	6.1%	92	8.3%	69	6.4%	210	7.0%
8. Business computer programming	26	3.2%	57	5.1%	50	4.7%	133	4.5%
9. Carpentry	25	3.1%	26	2.3%	39	3.6%	90	3.0%
10. Clerical	30	3.7%	47	4.2%	38	3.5%	115	3.9%
11. Commercial/residential electrician	4	.5%	4	.4%	5	.5%	13	.4%
12. Computer technology	22	2.7%	35	3.2%	40	3.7%	97	3.2%
13. Contracted vocational education	0	.0%	0	.0%	0	.0%	0	.0%
14. Cosmetology	37	4.6%	54	4.9%	43	4.0%	134	4.5%
15. Dairy herd management	23	2.9%	23	2.1%	22	2.1%	68	2.3%
16. Dental assisting	18	2.2%	18	1.6%	27	2.5%	63	2.1%
17. Diesel mechanics	24	3.0%	27	2.4%	28	2.6%	79	2.6%
18. Dye design	0	.0%	2	.2%	6	.6%	8	.3%
19. Early childhood education	39	4.9%	44	4.0%	41	3.8%	124	4.2%
20. Electronic technology	13	1.6%	16	1.4%	29	2.7%	58	1.9%
21. Environmental technician	4	.5%	4	.4%	16	1.5%	24	.8%
22. Farm implement management	27	3.4%	27	2.4%	17	1.6%	71	2.4%
23. General machinist	6	.7%	6	.5%	5	.5%	17	.6%
24. Heating / Air conditioning	5	.6%	7	.6%	7	.7%	19	.6%
25. Human services technician	16	2.0%	20	1.8%	29	2.7%	65	2.2%
26. Industrial electrician	6	.7%	7	.6%	6	.6%	19	.6%
27. Information processing technician	3	.4%	5	.5%	2	.2%	10	.3%
28. Licensed practical nursing	18	2.2%	23	2.1%	18	1.7%	59	2.0%
29. Marketing	9	1.1%	20	1.8%	41	3.8%	70	2.3%
30. Marketing management	18	2.2%	34	3.1%	69	6.4%	121	4.1%
31. Mechanical technology	12	1.5%	16	1.4%	9	.8%	37	1.2%
32. Medical coder transcriptionist	3	.4%	4	.4%	7	.7%	14	.5%
33. Medical records technology	3	.4%	5	.5%	17	1.6%	25	.8%
34. Office specialist	16	2.0%	28	2.5%	15	1.4%	59	2.0%
35. Plastic mold design	0	.0%	1	.1%	6	.6%	7	.2%
36. Radiologic technology	6	.7%	8	.7%	8	.7%	22	.7%
37. Respiratory therapy technician	11	1.4%	15	1.4%	10	.9%	36	1.2%
38. Secretarial	42	5.2%	77	6.9%	56	5.2%	175	5.9%
39. Tool design	6	.7%	7	.6%	10	.9%	23	.8%
40. Welding	38	4.7%	39	3.5%	32	3.0%	109	3.7%
41. Word processing	19	2.4%	41	3.7%	33	3.1%	93	3.1%
TOTAL	804	100.0%	1110	100.0%	1072	100.0%	2986	100.0%
Minimum	0		0		0		0	
Maximum	77		92		69		218	
Average	19.6		27.1		26.1		72.8	
Standard Deviation	16.8		23.8		19.8		57.6	

3. Summary: Desired B.A/B.S. & Career Option subjects

Table II-13b reports the preferences for B.S./B.A. subjects of those students planning to attend public community college or vocational technical institute. Table II-13b reports the Career Option program preferences for those planning to attend either a community college or vocational technical institute. For every student who chooses to attend NITI, two other high school seniors intend to leave the district so that they can attend a community college, and another student leaves the district to attend a vocational technical institute. Thus, the curricular choices of these students should be particularly important in planning the future mix of NITI programs and services. Again, it should be emphasized that respondents were asked to indicate major fields or subjects of interest, not whether a particular subject should be included in the NITI curriculum.

One standard deviation about the mean (average) represents approximately two-thirds of a distribution; thus, those subjects receiving more than one standard deviation of preference were noted as in strong demand. Table II-13b indicated strong demand among students planning to attend either community college or vocational technical institute strong demand for the following B.S./B.A. subjects: Agriculture, Computer and Information Sciences, Engineering and Psychology. Community college status would enable NITI to develop articulated programs in these areas. Table II-11c indicated strong demand among students planning to enter a community college or vocational technical institute for the following Career Option programs: Business and Management, General Business and Sales / Marketing Management.

The subjects of interest to those students planning to attend NITI, those interested in a vocational technical institute, and those indicating they would enroll in a public community college out-of-district were similar. However, each group did indicate some unique preferences. Seniors planning to enroll at NITI were interested in transfer programs the Health Professions, particularly Nursing. They were also showed interest in a career option program in Child Care Management. Both the seniors planning to enter NITI and those interested in another vocational technical institute were interested in a career option program in Clerical Receptionist. Those planning to attend a vocational technical institute were also interested in a career option program in Business Data Programming. The seniors planning to enter a community college indicated strong interest in a transfer-oriented program in Education.

The number of students planning to attend a community college is twice that of those planning to attend NITI. The number planning to attend another vocational technical institute (Hawkeye, Hamilton or AIB) is roughly equal to the number planning to enroll at NITI. Thus, the curricular preferences of each group should be considered individually, as well as in combination. Each group seeks certain transfer-oriented and career option programs. Each group seeks specific NITI programs as well. Community college status would enable NITI to serve the curricular interests of each group more effectively and may decrease the number of students who leave the area to attend a community college or vocational technical institute.

4. Table II-13b. Subjects wanted (B.A./B.S. subjects)

BACHELORS DEGREE SUBJECTS	Subject Area of First Choice		Subject Area of Second Choice		Subject Area of Third Choice		Composite of All Choices	
SUBJECT AREA	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Agriculture	38	23.5%	11	7.9%	7	7.0%	56	13.9%
2. Applied design	10	6.2%	4	2.9%	3	3.0%	17	4.2%
3. Anthropology	1	.6%	2	1.4%	2	2.0%	5	1.2%
4. Biology	6	3.7%	4	2.9%	5	5.0%	15	3.7%
5. Chemistry	2	1.2%	0	.0%	2	2.0%	4	1.0%
6. Computer and Information Sciences	17	10.5%	20	14.3%	5	5.0%	42	10.4%
7. Dramatic arts	3	1.9%	1	.7%	4	4.0%	8	2.0%
8. Economics	3	1.9%	2	1.4%	5	5.0%	10	2.5%
9. Education	10	6.2%	11	7.9%	7	7.0%	28	7.0%
10. Engineering	27	16.7%	12	8.6%	7	7.0%	46	11.4%
11. English	2	1.2%	2	1.4%	1	1.0%	5	1.2%
12. Foreign Languages	0	.0%	4	2.9%	3	3.0%	7	1.7%
13. Geography	0	.0%	0	.0%	3	3.0%	3	.7%
14. Health professions	10	6.2%	5	3.6%	2	2.0%	17	4.2%
15. History	4	2.5%	4	2.9%	5	5.0%	13	3.2%
16. Home economics	5	3.1%	5	3.6%	3	3.0%	13	3.2%
17. Literature	0	.0%	0	.0%	2	2.0%	2	.5%
18. Mathematics	3	1.9%	9	6.4%	2	2.0%	14	3.5%
19. Music	0	.0%	5	3.6%	8	8.0%	13	3.2%
20. Philosophy	1	.6%	1	.7%	0	.0%	2	.5%
21. Physics	1	.6%	1	.7%	0	.0%	2	.5%
22. Political science	0	.0%	0	.0%	1	1.0%	1	.2%
23. Prelaw	5	3.1%	6	4.3%	4	4.0%	15	3.7%
24. Psychology	7	4.3%	17	12.1%	11	11.0%	35	8.7%
25. Sociology	3	1.9%	10	7.1%	7	7.0%	20	5.0%
26. Statistics	0	.0%	2	1.4%	1	1.0%	3	.7%
27. Writing	4	2.5%	2	1.4%	0	.0%	6	1.5%
TOTAL	162	100.0%	140	100.0%	100	100.0%	402	100.0%
Minimum	0		0		0		1	
Maximum	38		20		11		56	
Average	6.0		5.2		3.7		14.9	
Standard Deviation	8.8		5.3		2.8		14.6	

5. Table II-13c. Subjects wanted (Career Opt. prog.)

CAREER OPTION PROGRAM AREAS	Subject Area of First Choice		Subject Area of Second Choice		Subject Area of Third Choice		Composite of All Choices	
SUBJECT AREA	Number	Percent	Number	Percent	Number	Percent	Number	Percent
28. Aviation / airport management	9	3.7%	9	4.0%	5	2.5%	23	3.4%
29. Business and management	51	21.0%	32	14.3%	26	12.9%	109	16.3%
30. Business data processing	6	2.5%	10	4.5%	7	3.5%	23	3.4%
31. Child care management	4	1.6%	5	2.2%	12	5.9%	21	3.1%
32. Clerical receptionist	11	4.5%	9	4.0%	2	1.0%	22	3.3%
33. Commercial art	9	3.7%	1	.4%	2	1.0%	12	1.8%
34. Communications media technology	8	3.3%	8	3.6%	5	2.5%	21	3.1%
35. Community corrections	2	.8%	0	.0%	2	1.0%	4	.6%
36. Community services	1	.4%	3	1.3%	3	1.5%	7	1.0%
37. Computer-aided drafting and design	9	3.7%	5	2.2%	13	6.4%	27	4.0%
38. Educational assisting & training	3	1.2%	1	.4%	1	.5%	5	.7%
39. Environmental control technology	0	.0%	5	2.2%	2	1.0%	7	1.0%
40. Fire control and safety	0	.0%	1	.4%	3	1.5%	4	.6%
41. General business	7	2.9%	19	8.5%	23	11.4%	49	7.3%
42. General business banking	3	1.2%	9	4.0%	5	2.5%	17	2.5%
43. General merchandise	2	.8%	3	1.3%	3	1.5%	8	1.2%
44. Handicapped services	3	1.2%	1	.4%	3	1.5%	7	1.0%
45. Health care administration	1	.4%	6	2.7%	3	1.5%	10	1.5%
46. Horticulture	5	2.1%	3	1.3%	0	.0%	8	1.2%
47. Human services	12	4.9%	6	2.7%	9	4.5%	27	4.0%
48. International marketing	0	.0%	1	.4%	2	1.0%	3	.4%
49. Journalism	2	.8%	3	1.3%	1	.5%	6	.9%
50. Labor/industrial relations	3	1.2%	2	.9%	2	1.0%	7	1.0%
51. Legal assisting	1	.4%	8	3.6%	1	.5%	10	1.5%
52. Legal secretarial	12	4.9%	4	1.8%	9	4.5%	25	3.7%
53. Management development	4	1.6%	4	1.8%	5	2.5%	13	1.9%
54. Medical secretarial	17	7.0%	6	2.7%	3	1.5%	26	3.9%
55. Nursing	7	2.9%	5	2.2%	7	3.5%	19	2.8%
56. Radio television broadcasting	6	2.5%	8	3.6%	6	3.0%	20	3.0%
57. Real estate	4	1.6%	3	1.3%	3	1.5%	10	1.5%
58. Recreation enterprises management	8	3.3%	4	1.8%	3	1.5%	15	2.2%
59. Rehabilitation services	4	1.6%	0	.0%	2	1.0%	6	.9%
60. Renewable natural resources	1	.4%	2	.9%	2	1.0%	5	.7%
61. Retail sales merchandising	14	5.8%	6	2.7%	7	3.5%	27	4.0%
62. Sales / marketing management	12	4.9%	27	12.1%	16	7.9%	55	8.2%
63. Transportation management	2	.8%	5	2.2%	4	2.0%	11	1.6%
TOTAL	243	100.0%	224	100.0%	202	100.0%	669	100.0%
Minimum	0		0		0		3	
Maximum	51		32		26		109	
Average	6.8		6.2		5.6		18.6	
Standard Deviation	8.8		6.8		5.9		19.5	

AM. Summary and Conclusions of High School Survey

Out-migration of high school seniors is a problem within Merged Area I. Eighty-five percent (85%) plan to leave the area to continue their education. In some high schools, greater college counseling and guidance is needed, since the proportion of those not planning to go to college is unusually high. The independent colleges and universities in Merged Area I can attract a greater proportion of those students planning to go to a liberal arts college, since more than half of those seniors seeking a liberal arts college choose one within the area. NITI can attract a greater proportion of those students planning to attend a two-year college, since 3 out of 4 high school seniors with such plans will now choose NITI. The problem of out-migration can be reduced through increased information about college programs and services within Merged Area I, and with a program / service mix which is attractive to the students of the area.

The majority of high school seniors who go on to college will attend full-time (83%) and will be day-time students (97.6%). A large majority (83.6%) of students planning to attend college indicated they need financial aid in order to enroll in the college of their choice. Also, 83.2 percent of those seniors plan to work while in college in order to defray some of the expenses. Financial aid information and part-time work opportunities should be a regular part of the information provided seniors about NITI programs, services and opportunities.

Most of the graduating seniors plan to continue their education beyond high school (85%). A majority of the seniors felt that their parents either encouraged, expected or required them to go to college. Among those not planning to go to college or who were undecided were three groups who traditionally might be better served by a community college. They were those who were uncertain about what type of educational program (vocational or arts and sciences) would be best for them (25%), those who earned poor grades in high school (5%), and those whose financial situation inhibited their ability to attend college (24%). The High School Senior Survey showed that there were substantial numbers of these students who may benefit from and be interested in attending a community college in the area; these are students who otherwise would not further their education beyond high school.

The High School Survey data showed that students who plan to enroll in liberal arts college inside or outside Merged Area I, or plan to attend a public university, were significantly different and distinct from those who choose to attend a community college or vocational technical institute. Those planning to enter college immediately after graduation, the majority of whom were enrolled in a college preparatory program and earned B or better grades, chose a public university or a liberal arts college to attend. Those who were undecided or unable to attend college, those who earned less than a B average, and those who enrolled in a high school agriculture, business or commercial, general or trades and technical curriculum were interested or planning to enroll in either a community college or a vocational technical institute. Fewer than 15 percent of those considering a liberal arts college would choose to attend a community college, and they would choose a community college only as a "backup" selection, if unable to attend their preferred college or university.

Most high school seniors (78.8%) knew little about the atmosphere, programs and services available at NITI. Many thought (68.1%), for example, that NITI offered curriculum that would enable them to transfer to a university after two years of study. Specific high schools were identified where the seniors' knowledge of NITI programs, services and learning environment were shown to be particularly low.

When those seniors planning to attend some two-year college were asked if they would be more likely to enroll at NITI if housing were available next to campus, half (50.0%) indicated that they would. Housing information should be provided as a regular part of the NITI information package given to high school seniors and high school counselors. The college should assess further the demand for nearby student housing.

Respondents to the High School Survey were asked which programs and subjects they would prefer to study. They made their choices from three lists: 1) current NITI programs, 2) career option programs of Iowa community colleges, and 3) common B.S./B.A. subjects offered at the freshman and sophomore levels by Iowa community colleges. Student planning to attend NITI, planning to attend a vocational technical institute, and planning to attend a community college all indicated interest in selected and specific career option programs and B.S./B.A. subjects. Given the large out-migration of students planning to attend a two-year college, it would appear that certain transfer-oriented subjects and career option programs should be seriously considered for inclusion in the NITI curriculum. Through a combined effort of increased information to high school seniors, their parents, and high school teachers and counselors and the inclusion of selected career option and B.S./B.A. subjects, NITI should attract a greater proportion of those students planning to attend a two-year college.

III. The Current NITI Student Survey

A. Introduction

While the responses of high school seniors indicate college needs and preferences regardless of institution, the survey of current NITI students reflects the programs and offerings of a single institution (NITI). These students actually chose NITI for their education, and the survey aggregates their opinions, telling to how well they feel the college is meeting their needs.

The survey instrument was adapted from three prior needs assessment studies. Initial adaptation and design of the instrument was performed by researchers at Iowa State University. Next, the instrument was reviewed by the NITI Needs Assessment Study Team comprised of students, faculty and administrators from NITI; this study team was instructed to edit the questionnaire so that it accurately reflected the programs, services and concerns of NITI students. Once study team changes had been incorporated into the document, the questionnaire was reviewed by the external NITI Needs Assessment Project Advisory Committee, an external group consisting of educators, business people, and civic leaders from throughout the NITI service area. They were instructed to review the instrument for accuracy, fairness of questionnaires, and face validity given their knowledge of the citizens of the NITI service area. In this way, the questionnaire was reviewed, edited and recommended for use by both the NITI Study Team and an external Project Advisory Committee.

On a set day and hour in April 1987 on each NITI campus, students were asked to complete the "Survey of Current Northeast Iowa Technical Institute Students" and were told that their responses would be kept anonymous. As each class completed the survey instruments, they were placed in an envelope and sealed by the instructor. A liaison was appointed on campus to collect all survey instruments and to see that they were transported to Iowa State University for analysis. The report of that analysis follows.

B. Current NITI students

The NITI Current Student Questionnaire was completed by 731 students: 314 students at the Calmar Campus, and 417 students at the Peosta Campus. Forty-six questionnaires were returned blank from the Peosta Campus, accounting in part for a lower response rate. Overall response rate to the questionnaire was 78.2 percent. As Table III-1b shows, slightly less than two-thirds of the NITI students (63.6%) are women. While the largest age group among the students is the Under 21 Years category (37.3%), the average age among these age categories was the 21-25 Years Old category. The NITI day student population is dominated by the traditional, recent high school graduate. The student population is overwhelmingly Caucasian /white, and students indicate that this racial homogeneity is satisfactory to them (See Table III-9, Question #41).

C. Table III-1a. Response rate of current NITI students

	Enrollment Report 1987	Usable Responses	Response Rate
Calmar Campus	347	317	91.4%
Peosta Campus	529	368	69.6%
TOTAL	876	685	78.2%

D. Table III-1b. Profile of current NITI students

Profile of survey respondents	Number	Percent
Sex of respondents		
Male	259	35.4%
Female	465	63.6%
No response	7	1.0%
Age of respondents		
1 Under 21 years old	273	37.3%
2 21-25 years old	161	22.0%
3 26-35 years old	186	25.4%
4 36-45 years old	87	11.9%
5 Over 45 years old	19	2.6%
No response	5	.7%
Average age of respondent:	21-25 years old	
Racial / ethnic group of respondents		
Afro-American / Black	4	.5%
American Indian	5	.7%
Caucasian American / White	692	94.8%
Asian-American	5	.7%
Other	12	1.6%
No response	12	1.6%
Marital status of respondent		
Unmarried	400	54.7%
Single parent	100	13.7%
Married	221	30.2%
No response	10	1.4%
Hours per week currently employed		
0 or occasional jobs	291	39.8%
1 to 10 hours per week	91	12.4%
11 to 20 hours per week	138	18.9%
21 to 30 hours per week	105	14.4%
31 to 40 hours per week	69	9.4%
Over 40 hours per week	29	4.0%
No response	8	1.1%

Type of school attended prior to NITI

High school	545	74.6%
Vocational / technical school	68	9.3%
Two-year college	30	4.1%
Four-year college or university	46	6.3%
Graduate or professional school	10	1.4%
Other	22	3.0%
No responses	10	1.4%

Student's reason for enrolling at NITI

No definite purpose in mind	20	2.7%
To take a few job related courses	46	6.1%
To take a few self-improvement courses	29	3.9%
To take courses necessary to transfer to another college or university	32	8.9%
To obtain or maintain a certificate	67	29.7%
To complete a vocational / technical program	223	40.9%
To obtain an associate degree	307	40.9%
No response	26	3.5%

E. Table III-2. Students plans upon graduation

Profile of survey respondents	Number	Percent
How important is it that your NITI courses may transfer to a four-year college?		
Very important, essential.	269	36.8%
A valuable option, but I don't plan to go on for a bachelor's degree at this time	277	37.9%
No value to me	121	16.6%
I don't know	57	7.8%
No response	7	1.0%
Are you planning to continue your education after graduating from NITI?		
Yes	317	43.4%
No	368	50.3%
No response	46	6.3%

F. Additional fields of study

The current NITI students were asked to identify additional subjects, programs or disciplines they were interested in studying. They were asked to choose three additional areas of interest. These additional subjects could be drawn from any of three lists. The lists were simply numbered "List #1", "List #2", and "List #3". List #1 was in fact current programs offered by Northeast Iowa Technical Institute. List #2 consisted of major subject areas often found in applied science and arts and science bachelors programs. List #3 included Career Option program areas offered by other Iowa Area Colleges. Career Option programs are those designed to a) transfer to a four-year program, or b) result in an associate degree; they provide students with the options of immediate employability or continuance in higher education. The three lists were numbered, rather than labeled so as not to lead students to pick subjects on the basis of their transferability or their availability at NITI.

Results from this question were striking. Of the 731 students surveyed, 505 students (69.1%) indicated a first choice subject for further study, 411 students (56.2%) indicated a second choice subject for further study, and 332 students (45.4%) indicated a third choice subject for further study. A significant number (43.4%) of NITI students are interested in learning beyond their immediate program area of study.

The three lists of choices presented to the students resulted in a combination of 104 subject area choices. When such an extended list is presented, respondents typically tend to choose among the first 20 to 25 items listed. Therefore, the results presented below should be judged with caution; they are not conclusive. Students should be resurveyed, using only the predominant areas of interest to confirm the weights given to the program areas.

The results of such a resurvey should then be compared with labor demand information to more accurately portray student demand and employer demand for specific subject areas. The present survey questions, then, have three valid uses: 1) to determine the proportion of NITI students interested in continuing their education beyond their current program of study, 2) to identify the proportions of students interested in a) current NITI programs, b) baccalaureate transfer programs, and c) career option programs for further study, and 3) to identify those subject areas of greatest interest to the current students.

Many colleges have found that recent graduates continue to participate as lifelong learners (Bergquist et al, 1981). The college experience often produces the values, norms and behavior in students which is conducive to lifelong learning (Cross, 1984). NITI appears to have that effect on its students. Among those who indicated a first choice subject for additional study, 51.7 percent indicated interest in another NITI program, 24.4 percent indicated an interest in a bachelors degree program area, and 21.6 percent indicated an interest in a career option program area. When all three choices (first, second and third) were combined, 47.7 percent of students interested in furthering their education chose another NITI program, 27.2 percent indicated an interest in a bachelors degree program area, and 23.3 percent marked a career option program as an area of interest.

Recall that substantial numbers of NITI students indicated that they considered the transferability of their coursework either an essential (36.8%) or valuable (37.9%) option (See Table III-2). The combined interest in bachelors degree subjects (27.2%) and career option programs (23.3) roughly approximates the level of interest in transferability. If coursework that was transferable to a bachelors program or was part of a career option program were available at NITI, then the proportion of students indicating that they plan to continue their education beyond graduation (43.4%) would probably also rise.

Over half of the NITI students are employed part-time, and that employment allows them to continue their education. Nearly half of the NITI students indicating interest in study beyond their current program were interested in a subject already offered by the institution. Effort should be made to encourage these students to pursue other program interests, as a second career, as personal development, or to increase occupational mobility. The vocational and technical programs of NITI need not be presented to students as terminal education. The current trend to educate students toward lifelong learning should be conscientiously planned.

The subject areas students chose for additional study are presented in the Tables which follow:

G. **Table III-3a. Subjects wanted (NITI programs)**

NITI PROGRAMS SUBJECT AREA	Subject Area of First Choice Number	Subject Area of First Choice Percent	Subject Area of Second Choice Number	Subject Area of Second Choice Percent	Subject Area of Third Choice Number	Subject Area of Third Choice Percent	Composite of All Choices Number	Composite of All Choices Percent
1. Accounting specialist	19	7.3%	8	4.4%	5	3.2%	32	5.4%
2. Agri-business technology	3	1.1%	2	1.1%	5	3.2%	10	1.7%
3. Associate degree nursing	12	4.6%	7	3.9%	2	1.3%	21	3.5%
4. Auto body repair	9	3.4%	10	5.6%	4	2.6%	23	3.9%
5. Auto mechanics	15	5.7%	2	1.1%	8	5.2%	25	4.2%
6. Auto technology	6	2.3%	4	2.2%	4	2.6%	14	2.4%
7. Bookkeeping / accounting	10	3.8%	5	2.8%	8	5.2%	23	3.9%
8. Business computer programming	3	1.1%	3	1.7%	5	3.2%	11	1.8%
9. Carpentry	20	7.7%	8	4.4%	9	5.8%	37	6.2%
10. Clerical	4	1.5%	10	5.6%	7	4.5%	21	3.5%
11. Commercial/residential electrician	10	3.8%	1	.6%	2	1.3%	13	2.2%
12. Computer technology	3	1.1%	17	9.4%	5	3.2%	25	4.2%
13. Contracted vocational education	0	.0%	0	.0%	1	.6%	1	.2%
14. Cosmetology	4	1.5%	1	.6%	0	.0%	5	.8%
15. Dairy herd management	6	2.3%	1	.6%	4	2.6%	11	1.8%
16. Dental assisting	5	1.9%	4	2.2%	2	1.3%	11	1.8%
17. Diesel mechanics	11	4.2%	6	3.3%	6	3.9%	23	3.9%
18. Dye design	0	.0%	2	1.1%	1	.6%	3	.5%
19. Early childhood education	7	2.7%	1	.6%	7	4.5%	15	2.5%
20. Electronic technology	9	3.4%	8	4.4%	4	2.6%	21	3.5%
21. Environmental technician	1	.4%	2	1.1%	0	.0%	3	.5%
22. Farm implement management	5	1.9%	2	1.1%	3	1.9%	10	1.7%
23. General machinist	2	.8%	5	2.8%	3	1.9%	10	1.7%
24. Heating / Air conditioning	2	.8%	3	1.7%	2	1.3%	7	1.2%
25. Human services technician	1	.4%	8	4.4%	0	.0%	9	1.5%
26. Industrial electrician	6	2.3%	2	1.1%	1	.6%	9	1.5%
27. Information processing technician	9	3.4%	4	2.2%	3	1.9%	16	2.7%
28. Licensed practical nursing	2	.8%	0	.0%	0	.0%	2	.3%
29. Marketing	6	2.3%	4	2.2%	5	3.2%	15	2.5%
30. Marketing management	11	4.2%	6	3.3%	3	1.9%	20	3.4%
31. Mechanical technology	3	1.1%	1	.6%	2	1.3%	6	1.0%
32. Medical coder transcriptionist	3	1.1%	6	3.3%	2	1.3%	11	1.8%
33. Medical records technology	11	4.2%	8	4.4%	4	2.6%	23	3.9%
34. Office specialist	9	3.4%	5	2.8%	5	3.2%	19	3.2%
35. Plastic mold design	0	.0%	0	.0%	2	1.3%	2	.3%
36. Radiologic technology	6	2.3%	2	1.1%	4	2.6%	12	2.0%
37. Respiratory therapy technician	9	3.4%	2	1.1%	6	3.9%	17	2.9%
38. Secretarial	1	.4%	2	1.1%	7	4.5%	10	1.7%
39. Tool design	2	.8%	1	.6%	1	.6%	4	.7%
40. Welding	10	3.8%	4	2.2%	5	3.2%	19	3.2%
41. Word processing	6	2.3%	13	7.2%	7	4.5%	26	4.4%
TOTAL	261	100.0%	180	100.0%	154	100.0%	595	100.0%
Maximum	0		0		0		1	
Minimum	20		17		9		37	
Average	6.4		4.4		3.8		14.5	
Standard Deviation	4.9		3.7		2.4		8.6	

H. Table III-3b. Subjects wanted (B.A./B.S. subjects)

BACHELORS DEGREE SUBJECTS	Subject Area of First Choice		Subject Area of Second Choice		Subject Area of Third Choice		Composite of All Choices	
SUBJECT AREA	Number	Percent	Number	Percent	Number	Percent	Number	Percent
42. Agriculture	9	7.3%	8	6.2%	3	3.4%	20	5.9%
43. Applied design	0	.0%	3	2.3%	3	3.4%	6	1.8%
44. Anthropology	2	1.6%	0	.0%	1	1.1%	3	.9%
45. Biology	3	2.4%	1	.8%	4	4.5%	8	2.4%
46. Chemistry	3	2.4%	2	1.6%	0	.0%	5	1.5%
47. Computer and Information Sciences	15	12.2%	13	10.1%	5	5.7%	33	9.7%
48. Dramatic arts	0	.0%	5	3.9%	2	2.3%	7	2.1%
49. Economics	1	.8%	4	3.1%	2	2.3%	7	2.1%
50. Education	8	6.5%	10	7.8%	5	5.7%	23	6.8%
51. Engineering	12	9.8%	2	1.6%	2	2.3%	16	4.7%
52. English	3	2.4%	2	1.6%	0	.0%	5	1.5%
53. Foreign Languages	7	5.7%	9	7.0%	8	9.1%	24	7.1%
54. Geography	0	.0%	1	.8%	0	.0%	1	.3%
55. Health professions	3	2.4%	4	3.1%	2	2.3%	9	2.6%
56. History	1	.8%	3	2.3%	2	2.3%	6	1.8%
57. Home economics	4	3.3%	6	4.7%	5	5.7%	15	4.4%
58. Literature	2	1.6%	2	1.6%	1	1.1%	5	1.5%
59. Mathematics	5	4.1%	7	5.4%	4	4.5%	16	4.7%
60. Music	10	8.1%	9	7.0%	4	4.5%	23	6.8%
61. Philosophy	0	.0%	2	1.6%	0	.0%	2	.6%
62. Physics	2	1.6%	1	.8%	2	2.3%	5	1.5%
63. Political science	1	.8%	2	1.6%	3	3.4%	6	1.8%
64. Prelaw	4	3.3%	6	4.7%	6	6.8%	16	4.7%
65. Psychology	21	17.1%	19	14.7%	8	9.1%	48	14.1%
66. Sociology	6	4.9%	6	4.7%	9	10.2%	21	6.2%
67. Statistics	0	.0%	0	.0%	2	2.3%	2	.6%
68. Writing	1	.8%	2	1.6%	5	5.7%	8	2.4%
TOTAL	123	100.0%	129	100.0%	88	100.0%	340	100.0%
Maximum	0		0		0		1	
Minimum	21		19		9		48	
Average	4.6		4.8		3.3		12.6	
Standard Deviation	5.1		4.4		2.5		10.9	

I. B.A./B.S. subjects

Over one-quarter of NITI students would like to continue their education in a bachelors degree subject area. Table III-3b indicates those areas which hold the greatest interest to NITI students. Given this level of interest and the rich variety of four-year colleges and universities within Merged Area I, it would be beneficial for NITI to establish articulation and transfer arrangements for these students. Courses in computer science, education, foreign language, music, and psychology may even be feasibly offered by these institutions on a NITI campus. Selected NITI courses may be enhanced or revised in order to better prepare students to continue their education in these subject areas. These findings suggest that more closely articulated curricula and communication between NITI and the four-year colleges and universities of Merged Area I would benefit all parties involved.

J. Table III-3c. Subjects wanted (Career Option prog.)

CAREER OPTION PROGRAM AREAS	Subject Area of First Choice		Subject Area of Second Choice		Subject Area of Third Choice		Composite of All Choices	
SUBJECT AREA	Number	Percent	Number	Percent	Number	Percent	Number	Percent
69. Aviation / airport management	4	3.7%	1	1.1%	3	3.3%	8	2.7%
70. Business and management	13	12.0%	9	9.7%	6	6.7%	28	9.6%
71. Business data processing	3	2.8%	0	.0%	2	2.2%	5	1.7%
72. Child care management	7	6.5%	10	10.8%	5	5.6%	22	7.6%
73. Clerical receptionist	4	3.7%	1	1.1%	4	4.4%	9	3.1%
74. Commercial art	3	2.8%	3	3.2%	3	3.3%	9	3.1%
75. Communications media technology	0	.0%	2	2.2%	1	1.1%	3	1.0%
76. Community corrections	2	1.9%	0	.0%	1	1.1%	3	1.0%
77. Community services	0	.0%	1	1.1%	2	2.2%	3	1.0%
78. Computer-aided drafting and design	4	3.7%	4	4.3%	1	1.1%	9	3.1%
79. Educational assisting & training	0	.0%	1	1.1%	1	1.1%	2	.7%
80. Environmental control technology	2	1.9%	0	.0%	3	3.3%	5	1.7%
81. Fire control and safety	0	.0%	2	2.2%	3	3.3%	5	1.7%
82. General business	7	6.5%	8	8.6%	7	7.8%	22	7.6%
83. General business banking	1	.9%	6	6.5%	3	3.3%	10	3.4%
84. General merchandise	0	.0%	1	1.1%	1	1.1%	2	.7%
85. Handicapped services	4	3.7%	3	3.2%	5	5.6%	12	4.1%
86. Health care administration	3	2.8%	6	6.5%	2	2.2%	11	3.8%
87. Horticulture	2	1.9%	2	2.2%	0	.0%	4	1.4%
88. Human services	2	1.9%	7	7.5%	3	3.3%	12	4.1%
89. International marketing	0	.0%	1	1.1%	1	1.1%	2	.7%
90. Journalism	2	1.9%	0	.0%	3	3.3%	5	1.7%
91. Labor/industrial relations	0	.0%	0	.0%	0	.0%	0	.0%
92. Legal assisting	5	4.6%	0	.0%	3	3.3%	8	2.7%
93. Legal secretarial	5	4.6%	4	4.3%	1	1.1%	10	3.4%
94. Management development	2	1.9%	5	5.4%	2	2.2%	9	3.1%
95. Medical secretarial	10	9.3%	6	6.5%	8	8.9%	24	8.2%
96. Nursing	12	11.1%	5	5.4%	2	2.2%	19	6.5%
97. Radio television broadcasting	3	2.8%	2	2.2%	4	4.4%	9	3.1%
98. Real estate	4	3.7%	0	.0%	5	5.6%	9	3.1%
99. Recreation enterprises management	4	3.7%	3	3.2%	5	5.6%	12	4.1%
100. Rehabilitation services	0	.0%	0	.0%	0	.0%	0	.0%
101. Renewable natural resources	0	.0%	0	.0%	0	.0%	0	.0%
102. Retail sales merchandising	0	.0%	0	.0%	0	.0%	0	.0%
103. Sales / marketing management	0	.0%	0	.0%	0	.0%	0	.0%
104. Transportation management	0	.0%	0	.0%	0	.0%	0	.0%
TOTAL	108	100.0%	93	100.0%	90	100.0%	291	100.0%
Minimum	0		0		0		0	
Maximum	13		10		8		28	
Average	3.0		2.6		2.5		8.1	
Standard Deviation	3.4		2.9		2.1		7.3	

K. Curriculum planning: The next steps

The information presented in the previous tables can be used for curricular planning purposes. First, the level of interest among students needs reconfirmation using a shorter list of subjects and program areas. Table III-4 presents a list of high interest subjects for further investigation. A second problem with the data presented in Table III-3a/c is that subjects and programs are mixed. What is needed for curricular planning purposes is a minimal list of courses that may be added to the curriculum in order to effect each curricular program. The following steps may be used in generating such a specific list:

1. Create a matrix where each row consists of a NITI program listed in Table 4 and each column are the courses required to complete the program.

2. Add to the matrix rows for each bachelors degree subject area listed in Table 4. Identify the lower division courses required at each independent college and university in the NITI area and at the 3 public universities in order to complete degree requirements for a major in that subject. These courses either fall within existing columns of the matrix, or are added as additional columns.

3. Consult the catalogs of Area Colleges offering the career option programs listed in Table 4. Add to the matrix rows for each career option program. Identify the courses required at each Area College

to complete the degree requirements for that program. These courses either fall within existing columns of the matrix, or are added as additional columns.

4. Examine the matrix for courses (columns) which also could be used to fulfill the distributional general education requirement specified by the Articulation Agreement between the arts and sciences colleges of the 3 public universities and the area colleges. A core of courses needs to be identified in 5 divisions: a) Communications (12 quarter hours), b) Humanities (12 quarter hours), c) Math/Science (12 quarter hours), d) Social Science (12 quarter hours), and e) Distributed requirement (an additional 12 quarter hours among the preceding 4 divisions). Thus, to provide a transfer curriculum, a minimum of 60 quarter hours of coursework needs to be so identified from new or existing curriculum. These courses must be taught by faculty holding Iowa #72 community college certification.

5. Examine the matrix for the most frequently reoccuring courses and the program areas represented. Identify those courses within the matrix already offered by NITI. For any program row, the remaining courses should be added to the NITI curriculum or provided by another college in the area. Therefore, identify which of these courses are already offered by colleges in the NITI area and which are not. This step will help minimize course proliferation and will lessen the resource requirements for adding career option and transfer courses to the curriculum.

6. Identify those courses and programs in Table 4 for which a bachelors program is offered by another college in the NITI area. Then establish a NITI program study team consisting of administrators and faculty interested in the program area. The NITI program study team should, under guidance and supervision of the Vice President for Instruction, confer with counterpart faculty and program heads at the college(s) offering the bachelors programs. The objective of the conference should be to establish criteria for articulation of programs and identification of faculty who may be able to assist NITI in developing the appropriate curriculum.

These steps are not intended to be followed for all program areas listed in Table 4. However, many programs and subjects in Table 4 replicate the interest areas found among high school seniors planning the attend NITI or another two-year college. For example, Computer and Information Sciences, Education, and Psychology were B.S./B.A. subjects listed by the high school senior group. Business and Management, General Business and Sales / Marketing Management were also high demand subjects among high school seniors planning to attend a two-year college. Caution is urged in developing new courses and program areas. The use of existing resources should be maximized. Programs which can be developed largely through the updating and modification of existing NITI courses and which have clear paths of articulation with four-year colleges and universities should receive priority in development. Programs which require extensive curricular revision, the hiring or recertification of staff, and those with no direct articulation plan should be postponed.

L. Table III-4. Subjects for further investigation

HIGH INTEREST (One standard deviation above average) SUBJECT AND PROGRAM AREAS	Composite of All Choices Number	 Percent
NITI PROGRAMS		
1. Accounting specialist	32	2.6%
4. Auto body repair	23	1.8%
5. Auto mechanics	25	2.0%
7. Bookkeeping / accounting	23	1.8%
9. Carpentry	37	3.0%
12. Computer technology	25	2.0%
17. Diesel mechanics	23	1.8%
33. Medical records technology	23	1.8%
41. Word processing	26	2.1%
BACHELORS DEGREE SUBJECTS		
47. Computer and Information Sciences	13	3.2%
50. Education	23	1.8%
53. Foreign Languages	24	1.9%
60. Music	23	1.8%
65. Psychology	48	3.8%
CAREER OPTION PROGRAM AREAS		
70. Business and management	28	2.2%
72. Child care management	22	1.8%
82. General business	22	1.8%
95. Medical secretarial	24	1.9%

M. Utilization & satisfaction with college services

NITI students generally give high marks to the programs and services that they experience during their education. Table III-7 presents two types of information. First, the number of students who reported used a given service is presented; below it is the rate of use of the service or program relative to the total of students surveyed. Second, students were asked to rate their satisfaction with the program or service. Not all students who used a service gave an opinion of it; also, students who did not have direct experience with a program or service often rendered their opinion nevertheless. These opinions mark the strengths and weaknesses of the college programs, procedures and services as viewed by the students currently enrolled as of April 1987.

N. Table III-5. Use and satisfaction with NITI services

	Used this Service	Very Satisfied	Satisfied	Neutral	Dis-satisfied	Very Dis-satisfied	Overall Rating
ACADEMIC							
1. Availability of advisor	191	184	222	58	24	2	4.15
	26.1%	37.6%	45.3%	11.8%	4.9%	.4%	Good
2. Tutorial services	492	58	105	36	6	2	4.02
	67.3%	28.0%	50.7%	17.4%	2.9%	1.0%	Good
3. Orientation program	167	119	277	102	8	5	3.97
	22.8%	23.3%	54.2%	20.0%	1.6%	1.0%	Good
4. Library facilities and	97	190	350	55	32	1	4.11
services	13.3%	30.3%	55.7%	8.8%	5.1%	.2%	Good
5. Evaluation of instructors	80	154	267	87	42	10	3.92
	10.9%	27.5%	47.7%	15.5%	7.5%	1.8%	Good
6. Credit by examination	255	65	205	70	12	3	3.89
	34.9%	18.3%	57.7%	19.7%	3.4%	.8%	Good
ADMISSIONS AND REGISTRATION							
7. General admissions procedures	684	145	395	79	20	1	4.04
	93.6%	22.7%	61.7%	12.3%	3.1%	.2%	Good
8. Accuracy of college information	63	172	323	87	39	11	3.96
received prior to enrolling	8.6%	27.2%	51.1%	13.8%	6.2%	1.7%	Good
9. College catalog & admissions	91	161	332	91	6	6	4.07
publications	12.4%	27.0%	55.7%	15.3%	1.0%	1.0%	Good
10. General registration procedures	689	146	415	88	19	6	4.00
	94.3%	21.7%	61.6%	13.1%	2.8%	.9%	Good
11. Billing and fee payment	692	131	374	110	33	13	3.87
procedures	94.7%	19.8%	56.6%	16.6%	5.0%	2.0%	Good
COUNSELING SERVICES							
12. Personal counseling	479	74	76	48	14	3	3.95
	65.5%	34.4%	35.3%	22.3%	6.5%	1.4%	Good
13. Career planning	467	50	105	50	17	3	3.81
	63.9%	22.2%	46.7%	22.2%	7.6%	1.3%	Good
14. Job placement	451	51	89	65	20	4	3.71
	61.7%	22.3%	38.9%	28.4%	8.7%	1.7%	Good
15. Cultural programs	505	14	56	51	9	4	3.50
	69.1%	10.4%	41.8%	38.1%	6.7%	3.0%	Neutral
16. Social activities	359	79	145	65	28	12	3.76
	49.1%	24.0%	44.1%	19.8%	8.5%	3.6%	Good
17. Student employment	505	55	67	47	9	4	3.88
	69.1%	30.2%	36.8%	25.8%	4.9%	2.2%	Good
18. Veterans services	106	31	7	22	42	4	3.18
	14.5%	29.2%	6.6%	20.8%	39.6%	3.8%	Neutral
19. Availability of counselors	439	74	123	50	15	2	3.95
	60.1%	28.0%	46.6%	18.9%	5.7%	.8%	Good

O. Academic, admissions, registration, counseling serv.

As the Table above shows, NITI students give high ratings to the academic, admissions and registration, and counseling services they receive. Only the provision of counseling services for veterans and the provision of cultural programs on campus received less neutral ratings. While the evaluation of other services was positive, in several areas the utilization of services was lower than might be anticipated in a technical institute.

According to the reports of the 731 students survey, only about one-fourth of them (26.1%) used an academic advisor. About one-fifth of the students (22.8%) reported participation in a college orientation program. Only 13 percent of the students indicated that they had used the NITI library. Less than 11 percent said that they had evaluated an instructor. Given that informal faculty-student interaction is a primary factor in student retention (Pascarella, 1985), greater effort should be made to encourage students to interact with faculty. While technical institute students tend to spend more time learning in the laboratory than the library, the traditional emphasis of a technical institute on the "why" and "how" of an occupation (Smith & Lipsett, 1956) requires that students learn to think conceptually. Library usage, through class assignments and extra curricular activities, should be more strongly encouraged among students.

While it is not unusual for two-thirds of the students entering college not to have read the catalog prior to admission (Richardson, Fisk & Okun, 1983), less than 8.6 percent of the current NITI students reported having received college information prior to enrolling, and less than 12 percent indicated that they had used the college catalog and admissions publications. These findings, when considered in relation to the low proportion of high school seniors who claimed they knew about NITI programs and services (See High School Survey), suggests that college information and marketing efforts are not reaching students. These findings reaffirm the need for greater efforts and resources to be devoted to informing and attracting those students who otherwise might not go on to college, those with limited financial resources to attend college, and those who are uncertain about what they plan to do after high school.

P. Table III-6. Use of NITI services (con't)

	Used this Service	Very Satisfied	Satisfied	Neutral	Dis-satisfied	Very Dis-satisfied	Overall Rating
FACILITIES							
20. Classroom facilities	701	186	376	79	41	6	4.01
	95.9%	27.0%	54.7%	11.5%	6.0%	.9%	Good
21. Laboratory facilities	619	166	322	70	32	10	4.00
	84.7%	27.7%	53.7%	11.7%	5.3%	1.7%	Good
22. Study areas	79	152	314	86	56	12	3.87
	10.8%	24.5%	50.6%	13.9%	9.0%	1.9%	Good
23. Student center	505	136	268	70	25	6	4.00
	69.1%	26.9%	53.1%	13.9%	5.0%	1.2%	Good
24. Campus bookstore	45	134	321	117	55	21	3.76
	6.2%	20.7%	49.5%	18.1%	8.5%	3.2%	Good
25. Available student housing	476	16	42	47	14	14	3.24
	65.1%	12.0%	31.6%	35.3%	10.5%	10.5%	Neutral
26. General condition of buildings and grounds	690	261	336	57	16	3	4.24
	94.4%	38.8%	49.9%	8.5%	2.4%	.4%	Good
27. Places to relax between classes	714	170	292	102	86	35	3.69
	97.7%	24.8%	42.6%	14.9%	12.6%	5.1%	Good
28. Campus security	212	38	157	128	67	42	3.19
	29.0%	8.8%	36.3%	29.6%	15.5%	9.7%	Neutral
STUDENT FINANCIAL ASSISTANCE							
29. Financial aid services (counseling)	193	164	197	73	52	19	3.86
	26.4%	32.5%	39.0%	14.5%	10.3%	3.8%	Good
30. Work study	498	63	84	39	8	4	3.98
	68.1%	31.8%	42.4%	19.7%	4.0%	2.0%	Good
31. Financial assistance (awards) procedures	274	168	172	37	31	11	4.09
	37.5%	40.1%	41.1%	8.8%	7.4%	2.6%	Good
32. Financial aid information	126	180	260	74	40	24	3.92
	17.2%	31.1%	45.0%	12.8%	6.9%	4.2%	Good
STUDENT SERVICES							
33. Recreational and intramural programs	450	63	108	48	20	8	3.80
	61.6%	25.5%	43.7%	19.4%	8.1%	3.2%	Good
34. Student health services	553	14	27	40	12	4	3.36
	75.6%	14.4%	27.8%	41.2%	12.4%	4.1%	Neutral
35. Student health insurance program	570	8	37	40	6	5	3.39
	78.0%	8.3%	38.5%	41.7%	6.3%	5.2%	Neutral
36. Parking facilities and services	706	77	263	108	109	126	3.08
	96.6%	11.3%	38.5%	15.8%	16.0%	18.4%	Neutral
37. Food service	706	77	281	145	46	22	3.60
	96.6%	13.5%	49.2%	25.4%	8.1%	3.9%	Good
38. Child care services	601	34	29	33	4	4	3.82
	82.2%	32.7%	27.9%	31.7%	3.8%	3.8%	Good

Q. Campus facilities, financial aids, student services

When current NITI students were asked to evaluate their learning environment with respect to facilities, student financial assistance and student activities and services, they generally gave strong overall ratings. While all facilities on both campuses received positive ratings, more neutral responses were received relative to available student housing on both campuses and campus security on the Peosta campus. Students indicated low utilization of the bookstore and of study areas; these findings, together with those of library utilization mentioned earlier, suggest that further investigation is warranted to determine if students are being sufficiently challenged to study beyond the classroom and laboratory. A hallmark of the postsecondary vocational-technical institute that distinguishes it from a secondary vocational program is the inclusion of theory and concepts with instrument in skill and practice in an occupation.

Current students give high marks to the financial aid assistance they receive at NITI. The only area of concern indicated from the survey is the low percent of students receiving financial aid information (17.2%). This parallels the low percentages of students reported receiving other forms of NITI information (i.e., admissions information, college catalog) and the high proportion of high school students indicating little knowledge of NITI.

A limited number of students indicated their level of satisfaction with student health services and the student health insurance program. They indicated a lower level of satisfaction than with other services rendered by the college. While nearly three-quarters of all students indicated that they had occasion to use both services, only a few students gave their opinions regarding these services. Further investigation is needed to determine if any problems exist with these programs, since the data here was insufficient for generalization. Parking services did receive a strong response from students, most of those were negative marks attributable to students at the Peosta campus. While the overall assessment of parking was neutral, the assessment of parking facilities at Peosta was negative.

R. Table III-7. Use of NITI services (general)

FACILITITES	Very Satisfied	Satisfied	Neutral	Dis-satisfied	Very Dis-satisfied	Overall Rating
39. College concern for you as an individual	146 20.5%	367 51.5%	130 18.3%	53 7.4%	16 2.2%	3.81 Good
40. Attitude of the college non-teaching staff toward students	126 17.5%	370 51.5%	170 23.6%	34 4.7%	19 2.6%	3.76 Good
41. Racial harmony on campus	147 20.9%	333 47.3%	208 29.5%	11 1.6%	5 .7%	3.86 Good
42. Opportunities for personal involvement in campus activities	128 17.8%	331 46.0%	185 25.7%	61 8.5%	15 2.1%	3.69 Good
43. Student government	68 9.5%	268 37.5%	310 43.4%	49 6.9%	19 2.7%	3.44 Neutral
44. Opportunities for student employment.	72 10.1%	240 33.8%	319 44.9%	64 9.0%	16 2.3%	3.41 Neutral
45. Campus media (student newspaper, etc.)	46 6.5%	196 27.5%	334 46.9%	101 14.2%	35 4.9%	3.16 Neutral
46. Quality of instruction	211 29.2%	308 42.6%	120 16.6%	65 9.0%	19 2.6%	3.87 Good
47. Preparation of instructor	236 32.7%	302 41.9%	110 15.3%	56 7.8%	17 2.4%	3.95 Good
48. Fairness of testing and grading system	183 25.2%	329 45.4%	96 13.2%	83 11.4%	34 4.7%	3.75 Good
49. Courses are taught at convenient times and places	175 24.2%	364 50.3%	121 16.7%	50 6.9%	13 1.8%	3.88 Good
50. Class size	222 30.6%	409 56.4%	74 10.2%	16 2.2%	4 .6%	4.14 Good
51. This college in general	175 24.0%	375 51.5%	114 15.7%	43 5.9%	21 2.9%	3.88 Good

S. Student satisfaction with the college

In general, current NITI students are satisfied with the procedures and services rendered by the college. They feel that the college cares about them as individuals, an important distinction for any small college. They believe that there are good opportunities for involvement in campus activities.

T. Table III-8. Views of community college status

STATEMENT	Stongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Overall Rating
61. A community college would be the first choice for a number of people.	249 34.3%	251 34.5%	176 24.2%	37 5.1%	14 1.9%	3.94 Agree
62. People would go to a community college if they could not go to the college of their choice.	210 29.0%	289 39.9%	183 25.2%	37 5.1%	6 .8%	3.91 Agree
63. The rising admissions standards at the state universities make it important to have a community college in the area.	147 20.9%	333 47.3%	208 29.5%	11 1.6%	5 .7%	3.86 Agree
64. People in this area would go to a community college if they could not get a full-time job.	124 17.1%	268 37.0%	248 34.2%	74 10.2%	11 1.5%	3.58 Agree
65. People would go to a community college because they could get a part-time job and have enough money to pay for their education.	116 16.0%	317 43.7%	220 30.3%	61 8.4%	12 1.7%	3.64 Agree
66. People would go part-time to a community col-college and could also work full-time.	134 18.5%	310 42.7%	205 28.2%	58 8.0%	19 2.6%	3.66 Agree
67. People in this area would not go to a community college.	10 1.4%	28 3.9%	143 19.7%	262 36.1%	283 39.0%	1.93 Disagree
68. Because of tougher academic standards at the universities, it is important to let students have assistance in study skills and a second chance at a college education.	236 32.7%	302 41.9%	110 15.3%	56 7.8%	17 2.4%	3.95 Agree
69. People would go to a community college because it is within driving distance of home.	223 30.7%	360 49.5%	110 15.1%	25 3.4%	9 1.2%	4.05 Agree
70. People would go to a community college because it is the least expensive way to get a college education.	169 23.2%	309 42.5%	181 24.9%	56 7.7%	12 1.7%	3.78 Agree
71. There are plenty of opportunities for anyone who wants a college education in this area.	113 15.5%	247 34.0%	163 22.4%	139 19.1%	65 8.9%	3.28 Uncertain

U. Student opinions regarding community college status

Students think Northeast Iowa Technical Institute should become a community college. They think that a community college would be the college of first choice among a number of people. They think that, as a community college, NITI would serve also as an educational option for students who could not attend the college of their preference. They believe that rising academic standards at the universities in the state necessitate an open-access institution where students with academic deficiencies can get help and a "second chance" at a college education. They believe that a community college would be an option for the unemployed and those who want to work part-time or full-time while pursuing their college education. They believe that a major attribute of a community college is its closeness to student's homes and that it is an inexpensive form of higher education. NITI students disagree with the statement that people would not be attracted to a community college, if available, and they are uncertain that there are adequate college-level educational opportunities in the area.

While the opinions of the current NITI students are comparable to those of the high school students (described in the previous section), it should be noted that, when asked in essence, "Would you like more options here," the answer is likely to be "yes." NITI students do have a vested interest in whether the institution seeks community college status. The reason why these students may be biased in their response is the same reason why their responses are of critical importance to this study: they are the principal beneficiaries of the type of education rendered by the Merged Area I District.

V. Summary and Conclusions from Current Student Survey

Seven hundred thirty-one day students were surveyed on the Calmar (314) and Peosta (417) campuses of Northeast Iowa Technical Institute. Their responses provided valuable information regarding the desirability of altering the program/service mix at the college and of changing the status of NITI to that of a comprehensive community college. The distribution of respondents between campuses was not significant, except where otherwise noted. Two-thirds of the students surveyed were women (63.6%); otherwise, the demographic distribution of students was not considered significantly different from the area as a whole.

Many (43.4%) current NITI students are interested in continuing their education beyond the program in which they are enrolled. Of those wishing to continue their education, over half (51.7%) would study another subject currently offered by NITI, nearly one quarter (24.4%) would study a subject leading to a bachelors degree, and over one-fifth of the respondents (21.6 %) would continue their education by studying a career option program. The programs and subjects chosen parallel those selected by the high school seniors planning to enroll in a two-year college.

Because substantial number of NITI students are interested in certain bachelors degree subjects and career option programs, transferability of NITI coursework to a four-year college or university is important to a majority of students. Over one-third of the current NITI students (36.8%) considered transferability of courses "essential," while another third (37.9%) considered it "a valuable option." It was concluded that if some NITI courses and programs were transferable, probably the percentage of students planning to continue their education beyond their current program of study (43.4%) would also rise.

Based on the findings of this survey and that from the High School Senior Survey, specific steps were recommended for curricular planning. Nine NITI programs were identified as areas of interest for future study among the current student population: Accounting specialist, Auto body repair; Auto mechanics; Bookkeeping / accounting; Carpentry; Computer technology; Diesel mechanics; Medical records technology; Word processing. Three bachelors degree subjects were identified as areas of further interest among current students and high school seniors: Computer and Information Sciences; Education; Psychology. Two career option programs appeared to hold common appeal to both current students and those seniors planning to attend a two-year college: Business and Management and General Business.

Current NITI students generally gave high ratings to the academic, admissions and registration and counseling services they received while enrolled as students. Utilization of these services, however, was low in certain areas: academic advising (26.1% use), college orientation (22.8%), NITI libraries (13%). Less than 8.6 percent of students report having received college information prior to enrolling, and less than 12 percent indicated that had used the college catalog and admissions publications. Similarly, less than one-fifth of students reported receiving financial aid information, despite the fact that a majority of high school seniors said they would need financial aid in order to attend college. These findings, together with those of the High School Survey, suggest that college admissions information and counseling are not reaching students.

In general, current NITI students are satisfied with the procedures and services of the college. They think the college personnel cares about them as individuals and provides them with a variety of campus activities in which to become involved. They think NITI should become a community college, and that a number of individuals not currently attending college would enroll if NITI were a community college.

IV. The NITI Alumni Survey

A. Introduction

The responses of NITI Alumni provide the views of past students on the value of their educational experience. Unlike the future and current students, Alumni have experience with which to gauge and to put into perspective the role their education played in their lives. The NITI Alumni survey was designed to give an indication of how and why these people selected NITI and how they felt about the services and programs available to them.

The survey instrument was adapted from three prior need assessment studies. Initial adaptation and design of the instrument was performed by researchers at Iowa State University. Next, the instrument was reviewed by the NITI Needs Assessment Study Team comprised of students, faculty and administrators from NITI; this study team was instructed to edit the questionnaire so that it accurately reflected the programs, services and concerns of NITI students. Once study team changes had been incorporated into the document, the questionnaire was reviewed by the external NITI Needs Assessment Project Advisory Committee, an external group consisting of educators, business people, and civic leaders from throughout the NITI service area. They were instructed to review the instrument for accuracy, fairness of questionnaires, and face validity given their knowledge of the citizens of the NITI service area. In this way, the questionnaire was reviewed, edited and recommended for use by both the NITI Study Team and an external Project Advisory Committee.

The NITI Alumni Survey was mailed to Alumni at the same time as the Area Household Survey, the NITI Program Advisory Committee Survey and the Area Businesses Survey. Press releases to area newspapers and radio stations preceded mailing of the survey in order to alert residents to the purpose of the NITI Needs Assessment Study and to encourage them to complete the questionnaire. Each questionnaire was accompanied by a letter from the Superintendent/ President, again explaining the purpose of the Study, assuring individuals of the confidentiality of their responses and urging them to complete and return the questionnaire. Also enclosed was a post-paid envelope addressed to Iowa State University.

The NITI Alumni selected to participate in the study were chosen from a list of 9,541 NITI Alumni supplied by NITI administrators. From this list, every tenth name was drawn to insure a random sample of 10 percent (954 names).

B. Table IV-1. Profile of NITI alumni

Profile of survey respondents	Number	Percent
Sex of respondents		
Male	99	32.2%
Female	195	63.5%
No response	13	4.2%
Age of respondents		
1 Under 21 years old	183	59.6%
2 21-25 years old	37	12.1%
3 26-35 years old	50	16.3%
4 36-45 years old	17	5.5%
5 Over 45 years old	11	3.6%
No response	9	2.9%
Average age of respondent:	21-25 years old	
Racial / ethnic group of respondents		
Afro-American / Black	1	.3%
American Indian	5	1.6%
Caucasian American / White	288	93.8%
Asian-American	4	1.3%
Other	0	.0%
No response	9	2.9%

Marital status of respondent

Unmarried	207	67.4%
Single parent	22	7.2%
Married	67	21.8%
No response	11	3.6%

Hours per week currently employed

0 or occasional jobs	128	41.7%
1 to 10 hours per week	56	18.2%
11 to 20 hours per week	50	16.3%
21 to 30 hours per week	33	10.7%
31 to 40 hours per week	18	5.9%
Over 40 hours per week	9	2.9%
No response	13	4.2%

Type of school attended prior to NITI

High school	259	84.4%
Vocational / technical school	15	4.9%
Two-year college	3	1.0%
Four-year college or university	15	4.9%
Graduate or professional school	0	.0%
Other	7	2.3%
No responses	8	2.6%

Student's reason for enrolling at NITI

No definite purpose in mind	10	3.3%
To take a few job related courses	20	6.5%
To take a few self-improvement courses	19	6.2%
To take courses necessary to transfer to another college or university	9	2.9%
To obtain or maintain a certificate	18	5.9%
To complete a vocational / technical program	140	45.6%
To obtain an associate degree	74	24.1%
No response	17	5.5%

C. NITI Alumni

The survey of NITI Alumni was completed by 307 people. This was a usable return rate of 32.2 percent. Table IV-1 indicates that nearly two-thirds of the respondents (63.5%) were women, corresponding to the profile of current students. Almost sixty percent of the respondents (59.6%) were under the age of 21 when they attended NITI. This fact together with a composite of the information on race and marital status illustrates that these respondents were white, single, and under 21 years old, which is similar to the traditional college student. The lack of cultural/ethnic diversity at NITI did not seem to bother the respondents while they attended NITI(see Table IV-9 question #41).

The respondents primary reason for selecting NITI was to obtain an Applied Associate degree (24.1%) or a vocational/technical degree (45.6%). In response to how important it would have been if they could have transferred credits to a four-year college, about one-third felt it would have been very important (27.4%) and another one-third felt it would have been a valuable option (32.2%). These responses parallel those of the NITI Current Student Survey. However, these responses are in direct contrast with those to a question about whether or not the Alumni had continued their education. Eighty-four percent (81.4%) of the respondents did not continue their education. When the Alumni response to this question is compared with that of the current NITI students, another revealing contrast emerges. While 43.4 percent of the current NITI students plan to continue their education, only 18.6 percent of the Alumni actually did continue their education.

D. Table IV-2. Students plans upon graduation from NITI

Profile of survey respondents	Number	Percent
How important is it that your NITI courses transfer to a four-year college?		
Very important, essential.	84	27.4%
A valuable option, but I don't plan to go on for a bachelor's degree at this time.	102	33.2%
No value to me	82	26.7%
I don't know	30	9.8%
No response	9	2.9%
Did you continue your education after graduating from NITI?		
Yes	41	13.4%
No	251	81.8%
No response	15	4.9%

E. Desired NITI programs

The NITI Alumni survey asked the alumni to identify additional subjects, programs, or disciplines they would have liked to study. They selected subjects from any one of three lists. The lists were number list #1, #2, and #3. List #1 consisted of 65 programs offered by NITI during its history. Some programs in this list are no longer offered. List #2 consisted of 25 major subject areas often found in applied science and arts and science bachelors degree programs. Thirty-five Career Option programs were the choices in List #3. These programs represent programs offered by other Iowa area colleges. They are designed to allow the student to transfer to a four-year college or obtain an associate degree. These options allow the student some flexibility in that they can continue their education and/or seek employment. The three lists consisted of a total of 144 programs and subjects. On the survey, the lists were not labeled with the type of programs that the list represented. This was done so as to avoid leading the respondent to choose any particular set of programs.

Of the 307 respondents, 252 (82.1%) indicated they would be interested in studying additional fields. One hundred nineteen (119) alumni indicated a first choice (47.2%), 76 a second choice (30.1%), and 57 a third choice (22.6%). In reference to the different lists, 128 respondents selected programs from list #1 (50.8%), 57 from list #2 (22.6%), and 67 from list #3 (26.6%). A composite average of 1.8 alumni chose any one program area as their first, second or third choice for future study. One standard deviation about the mean of responses represents approximately two-thirds of the distribution. With a mean of 1.8 and a standard deviation of 2.7, any program receiving 5 or more responses was deemed to be of high interest.

Ten NITI programs commanded high interest among the responding NITI Alumni: Accounting Specialist, Associate Degree Nursing, Bookkeeping / Accounting, Business Computer Programming, Computer Operation and Programming, Electronic Technology, Mechanical Technology, Respiratory Therapy Technician, and Word Processing (See Table IV-3a). Bergquist et al (1982) points out that many colleges are capitalizing on their alumni's interest in furthering their education by providing them with information and incentives to take additional coursework with the college. Several of the NITI programs of high interest to Alumni were also of interest to the high school seniors planning to attend a two-year college, including the Accounting Specialist, Bookkeeping / Accounting, and Business Computer Programming; these subjects, together with Word Processing were also of high interest to the current NITI students. The stability of interest in these program areas from future students, to present students, to Alumni suggests the strength of these specific NITI programs.

NITI PROGRAMS	First Choice Subject Area		Second Choice Subject Area		Third Choice Subject Area		All Choices Composite	
SUBJECT AREA	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Accounting specialist	6	7.7%	1	3.3%	1	5.0%	8	3.2%
2. Accrual Accounting for City							0	.0%
and County Governments	3	3.8%	0	.0%	0	.0%	3	1.2%
3. Advertising/Merchandising	0	.0%	0	.0%	0	.0%	0	.0%
4. Administrative Assistant	2	2.6%	0	.0%	0	.0%	2	.8%
5. Agri-Business Technology	1	1.3%	0	.0%	0	.0%	1	.4%
6. Associate Degree Nursing	6	7.7%	1	3.3%	0	.0%	7	2.8%
7. Auto Body Repair	0	.0%	3	10.0%	0	.0%	3	1.2%
8. Auto Mechanics	3	3.8%	0	.0%	0	.0%	3	1.2%
9. Auto Technology	0	.0%	0	.0%	0	.0%	0	.0%
10. Blue Print Reading	0	.0%	0	.0%	0	.0%	0	.0%
11. Boiler Room Operation and Maintenance	0	.0%	0	.0%	0	.0%	0	.0%
12. Bookkeeping/Accounting	1	1.3%	3	10.0%	2	10.0%	6	2.4%
13. Business Computer Programming	2	2.6%	2	6.7%	3	15.0%	7	2.8%
14. Carpentry	1	1.3%	0	.0%	0	.0%	1	.4%
15. Clerical	1	1.3%	0	.0%	0	.0%	1	.4%
16. Commercial/Residential Electrician	2	2.6%	0	.0%	1	5.0%	3	1.2%
17. Computer Assisted Design	0	.0%	0	.0%	0	.0%	0	.0%
18. Computer Operation and Programming	6	7.7%	7	23.3%	2	10.0%	15	6.0%
19. Computer in Auto Diagnosis	0	.0%	0	.0%	0	.0%	0	.0%
20. Contracted Vocational Education	0	.0%	0	.0%	0	.0%	0	.0%
21. Cosmetology	4	5.1%	0	.0%	1	5.0%	5	2.0%
22. Customer Relations	0	.0%	0	.0%	0	.0%	0	.0%
23. Diary Herd Management	0	.0%	0	.0%	0	.0%	0	.0%
24. Dental Assisting	0	.0%	0	.0%	0	.0%	0	.0%
25. Diesel Mechanics	1	1.3%	0	.0%	0	.0%	1	.4%
26. Dye Design	0	.0%	0	.0%	0	.0%	0	.0%
27. Early Childhood	1	1.3%	2	6.7%	0	.0%	3	1.2%
28. Electronic Assembly	0	.0%	0	.0%	1	5.0%	1	.4%
29. Electronic Motor Control	0	.0%	0	.0%	0	.0%	0	.0%
30. Electronic Repair	0	.0%	0	.0%	0	.0%	0	.0%
31. Electronic Technology	9	11.5%	1	3.3%	0	.0%	10	4.0%
32. Environmental Technology	0	.0%	0	.0%	0	.0%	0	.0%
33. Farm implement management	2	2.6%	0	.0%	0	.0%	2	.8%
34. General machinist	0	.0%	0	.0%	0	.0%	0	.0%
35. Geometric Tolerating and Dimensioning	0	.0%	0	.0%	0	.0%	0	.0%
36. Heating / Air conditioning	1	1.3%	0	.0%	0	.0%	1	.4%
37. Human Relations	2	2.6%	0	.0%	1	5.0%	3	1.2%
38. Human services technician	0	.0%	0	.0%	0	.0%	0	.0%
39. Industrial electrician	1	1.3%	0	.0%	0	.0%	1	.4%
40. Industrial Hydraulics	1	1.3%	0	.0%	0	.0%	1	.4%
41. Information processing technician	0	.0%	0	.0%	0	.0%	0	.0%
42. Iowa Criminal and Juvenile Justice Training	2	2.6%	0	.0%	0	.0%	2	.8%

43. Law Enforcement	1	1.3%	2	6.7%	0	.0%	3	1.2%
44. Licensed practical nursing	0	.0%	1	3.3%	0	.0%	1	.4%
45. Machine Operator	0	.0%	0	.0%	0	.0%	0	.0%
46. Management/Supervision	0	.0%	0	.0%	0	.0%	0	.0%
47. Marketing	1	1.3%	0	.0%	0	.0%	1	.4%
48. Marketing management	0	.0%	0	.0%	0	.0%	0	.0%
49. Mechanical technology	4	5.1%	0	.0%	0	.0%	4	1.6%
50. Mine Safety Health Retraining	0	.0%	0	.0%	0	.0%	0	.0%
51. Multi Media First Aid and CPR	2	2.6%	0	.0%	0	.0%	2	.8%
52. Office specialist	0	.0%	2	6.7%	0	.0%	2	.8%
53. Plastic Mold Design	0	.0%	0	.0%	0	.0%	0	.0%
54. Programming Motors Control	0	.0%	1	3.3%	2	10.0%	3	1.2%
55. Radiologic technology	1	1.3%	2	6.7%	0	.0%	3	1.2%
56. Respiratory therapy technician	1	1.3%	0	.0%	4	20.0%	5	2.0%
57. Safety Management of Hazardous Materials (required by law for many industries)	0	.0%	0	.0%	0	.0%	0	.0%
58. Secretarial	4	5.1%	0	.0%	0	.0%	4	1.6%
59. Statistical Process Control	0	.0%	0	.0%	0	.0%	0	.0%
60. Time Management	0	.0%	0	.0%	0	.0%	0	.0%
61. Tool design	0	.0%	0	.0%	0	.0%	0	.0%
62. Use of Computer in Accounting	1	1.3%	0	.0%	0	.0%	1	.4%
63. Wastewater Management	1	1.3%	0	.0%	1	5.0%	2	.8%
64. Welding	0	.0%	2	6.7%	0	.0%	2	.8%
65. Word processing	4	5.1%	0	.0%	1	5.0%	5	2.0%
Total	78	100.0%	30	100.0%	20	100.0%	128	100.0%
Maximum	0		0		0		0	
Minimum	9		7		4		15	
Average	1.2		.5		.3		1.9	
Standard Deviation	1.9		1.1		.8		2.8	

G. Additional desired subjects

From Table IV-1, 66.6 percent of the alumni said transferability of NITI coursework was "essential" or "a valuable option." Approximately one-half of the respondents chose programs of additional study from lists #2 and #3 (49.2%) which are the programs that give the students the option to transfer. These numbers seem to indicate that, while half of the NITI Alumni surveyed had some interest in continuing their education, only 13.4% decided to continue their education and 81.4% decided against further education. This observation seems to lend support to the idea, mentioned in the Current NITI Student Survey section, that if coursework was transferable then the proportion of those who wanted to continue their education and who actually decided to do so would increase.

Four B.A./B.S. subjects areas were of high interest to the responding NITI Alumni: Computer and Information Sciences, Engineering, Health Professions, and Psychology (See Table IV-3b). These subject areas (except Health Professions) were also found to be priorities with the students planning to attend a two-year college, and were also priorities (except Engineering) with current NITI students. NITI's future, present and past students have consistent programmatic interest in these subjects. Again, the stability of interest in these program areas from future students, to present students, to Alumni suggests the strength of these specific B.S./B.A. subjects. It is recommended that each of these subjects were examined further (see Current Study Survey section on curricular planning) to determine the feasibility of including them in the NITI curriculum.

Table IV-3c presents the Career Option programs offered by Iowa community colleges. With an average of 1.9 alumni expressing interest in any one program and with a standard deviation of 2.7 alums, any program receiving 5 or more composite responses was deemed to be in high demand. There were five such programs among the Alumni surveyed: Business and Management, Child Care Management, Computer-aided Drafting and Design, Legal Assisting and Legal Secretarial. Business and Management is a career option program in high demand by high school seniors and current students as well. Like the Alumni, the current NITI students also held in high demand Child Care Management. These subjects may also prove worthy candidates to be added to the NITI program/service mix.

Over one-half of the alumni surveyed (128) selected choices from list #1 meaning that they were interested in additional education at NITI. However, since few actually chose not to further their education it seems that NITI may not have adequately communicated their services to interested people. These former students have already demonstrated their success as past learners at NITI and are likely candidates for continuing education. Like the current NITI students, approximately one-quarter would like to continue their education in a specific B.A./B.S. subject and one-fifth would like to study within a community college career option program. Together, this finding from the Alumni survey further supports the needs among NITI students for a community college curriculum that gives emphasis to a limited number of specific program areas.

H. Table IV-3b. Subjects wanted (B.A./B.S. subjects)

BACHELORS DEGREE SUBJECTS	Subject Area of First Choice		Subject Area of Second Choice		Subject Area of Third Choice		Composite of All Choices	
SUBJECT AREA	Number	Percent	Number	Percent	Number	Percent	Number	Percent
70. Applied design	1	5.3%	0	.0%	1	9.1%	2	3.5%
71. Anthropology	2	10.5%	0	.0%	0	.0%	2	3.5%
72. Biology	0	.0%	0	.0%	0	.0%	0	.0%
73. Chemistry	0	.0%	0	.0%	0	.0%	0	.0%
74. Computer and Information Sciences	5	26.3%	6	22.2%	3	27.3%	14	24.6%
75. Dramatic arts	0	.0%	0	.0%	0	.0%	0	.0%
76. Economics	1	5.3%	0	.0%	0	.0%	1	1.8%
77. Education	0	.0%	0	.0%	0	.0%	0	.0%
78. Engineering	3	15.8%	5	18.5%	1	9.1%	9	15.8%
79. English	0	.0%	0	.0%	0	.0%	0	.0%
80. Foreign Languages	0	.0%	1	3.7%	0	.0%	1	1.8%
81. Geography	0	.0%	0	.0%	0	.0%	0	.0%
82. Health professions	1	5.3%	5	18.5%	0	.0%	6	10.5%
83. History	0	.0%	0	.0%	3	27.3%	3	5.3%
84. Home economics	0	.0%	0	.0%	0	.0%	0	.0%
85. Literature	0	.0%	0	.0%	0	.0%	0	.0%
86. Mathematics	1	5.3%	2	7.4%	0	.0%	3	5.3%
87. Music	0	.0%	0	.0%	0	.0%	0	.0%
88. Philosophy	0	.0%	1	3.7%	0	.0%	1	1.8%
89. Physics	0	.0%	0	.0%	0	.0%	0	.0%
90. Political science	0	.0%	2	7.4%	0	.0%	2	3.5%
91. Prelaw	2	10.5%	0	.0%	0	.0%	2	3.5%
92. Psychology	2	10.5%	1	3.7%	3	27.3%	6	10.5%
93. Sociology	1	5.3%	0	.0%	0	.0%	1	1.8%
94. Statistics	0	.0%	1	3.7%	0	.0%	1	1.8%
95. Writing	0	.0%	3	11.1%	0	.0%	3	5.3%
TOTAL	19	100.0%	27	100.0%	11	100.0%	57	100.0%
Minimum	0		0		0		0	
Maximum	5		6		3		14	
Average	.7		1.0		.4		2.2	
Standard Deviation	1.2		1.8		1.0		3.3	

CAREER OPTION PROGRAM AREAS	Subject Area of First Choice		Subject Area of Second Choice		Subject Area of Third Choice		Composite of All Choices	
SUBJECT AREA	Number	Percent	Number	Percent	Number	Percent	Number	Percent
100. Aviation / airport management	1	4.5%	0	.0%	1	3.8%	2	3.0%
101. Business and management	4	18.2%	1	5.3%	1	3.8%	6	9.0%
102. Business data processing	0	.0%	2	10.5%	0	.0%	2	3.0%
103. Child care management	1	4.5%	3	15.8%	2	7.7%	6	9.0%
104. Clerical receptionist	2	9.1%	0	.0%	2	7.7%	4	6.0%
105. Commercial art	0	.0%	2	10.5%	0	.0%	2	3.0%
106. Communications media technology	2	9.1%	0	.0%	1	3.8%	3	4.5%
107. Community corrections	0	.0%	0	.0%	0	.0%	0	.0%
108. Community services	0	.0%	0	.0%	0	.0%	0	.0%
109. Computer-aided drafting and design	4	18.2%	3	15.8%	4	15.4%	11	16.4%
110. Educational assisting & training	0	.0%	0	.0%	0	.0%	0	.0%
111. Environmental control technology	0	.0%	1	5.3%	0	.0%	1	1.5%
112. Fire control and safety	0	.0%	0	.0%	0	.0%	0	.0%
113. General business	0	.0%	0	.0%	0	.0%	0	.0%
114. General business banking	2	9.1%	1	5.3%	1	3.8%	4	6.0%
115. General merchandise	0	.0%	0	.0%	0	.0%	0	.0%
116. Handicapped services	0	.0%	2	10.5%	0	.0%	2	3.0%
117. Health care administration	2	9.1%	0	.0%	1	3.8%	3	4.5%
118. Horticulture	0	.0%	0	.0%	0	.0%	0	.0%
119. Human services	0	.0%	0	.0%	0	.0%	0	.0%
120. International marketing	0	.0%	0	.0%	0	.0%	0	.0%
121. Journalism	0	.0%	0	.0%	0	.0%	0	.0%
122. Labor/industrial relations	1	4.5%	0	.0%	0	.0%	1	1.5%
123. Legal assisting	0	.0%	2	10.5%	4	15.4%	6	9.0%
124. Legal secretarial	3	13.6%	1	5.3%	4	15.4%	8	11.9%
125. Management development	0	.0%	0	.0%	3	11.5%	3	4.5%
126. Medical secretarial	0	.0%	1	5.3%	0	.0%	1	1.5%
127. Radio television broadcasting	0	.0%	0	.0%	0	.0%	0	.0%
128. Real estate	0	.0%	0	.0%	2	7.7%	2	3.0%
129. Recreation enterprises management	0	.0%	0	.0%	0	.0%	0	.0%
130. Rehabilitation services	0	.0%	0	.0%	0	.0%	0	.0%
131. Renewable natural resources	0	.0%	0	.0%	0	.0%	0	.0%
132. Retail sales merchandising	0	.0%	0	.0%	0	.0%	0	.0%
133. Sales / marketing management	0	.0%	0	.0%	0	.0%	0	.0%
134. Transportation management	0	.0%	0	.0%	0	.0%	0	.0%
TOTAL	22	100.0%	19	100.0%	26	100.0%	67	100.0%
Minimum	0		0		0		0	
Maximum	4		3		4		11	
Average	.6		.5		.7		1.9	
Standard Deviation	1.2		.9		1.3		2.7	

J. Utilization and Satisfaction with NITI services

NITI alumni seemed satisfied with the services provided by the institute. Table IV-7 provides two types of information. One type of information reports the number of alumni who used the service relative to the number of alumni who responded to the survey. The other type reports respondents' level of satisfaction with the service or program. Not all respondents who used a service gave an opinion of it and some respondents who did not use a service evaluated the service.

K. Table IV-4. Use and satisfaction with NITI services

	Used this Service	Very Satisfied	Satisfied	Neutral	Dis-satisfied	Very Dis-satisfied	Overall Rating
ACADEMIC							
1. Availability of advisor	126	48	77	15	3	1	4.17
	41.0%	33.3%	53.5%	10.4%	2.1%	.7%	Good
2. Tutorial services	204	18	27	3	0	0	4.31
	66.4%	37.5%	56.3%	6.3%	.0%	.0%	Good
3. Orientation program	59	37	118	32	1	2	3.98
	19.2%	19.5%	62.1%	16.8%	.5%	1.1%	Good
4. Library facilities and services	45	76	107	21	6	0	4.20
	14.7%	36.2%	51.0%	10.0%	2.9%	.0%	Good
5. Evaluation of instructors	37	67	116	23	8	1	4.12
	12.1%	31.2%	54.0%	10.7%	3.7%	.5%	Good
6. Credit by examination	94	29	85	23	2	0	4.01
	30.6%	20.9%	61.2%	16.5%	1.4%	.0%	Good
ADMISSIONS AND REGISTRATION							
7. General admissions procedures	7	52	201	27	5	0	4.05
	2.3%	18.2%	70.5%	9.5%	1.8%	.0%	Good
8. Accuracy of college information received prior to enrolling	53	40	141	38	2	0	3.99
	17.3%	18.1%	63.8%	17.2%	.9%	.0%	Good
9. College catalog & admissions publications	81	29	129	21	2	1	4.01
	26.4%	15.9%	70.9%	11.5%	1.1%	.5%	Good
10. General registration procedures	6	50	204	23	6	2	4.03
	2.0%	17.5%	71.6%	8.1%	2.1%	.7%	Good
11. Billing and fee payment procedures	12	68	182	24	4	2	4.11
	3.9%	24.3%	65.0%	8.6%	1.4%	.7%	Good
COUNSELING SERVICES							
12. Personal counseling	196	27	25	7	2	3	4.11
	63.8%	42.2%	39.1%	10.9%	3.1%	4.7%	Good
13. Career planning	178	24	41	15	4	3	3.91
	58.0%	27.6%	47.1%	17.2%	4.6%	3.4%	Good
14. Job placement	150	41	36	32	18	6	3.66
	48.9%	30.8%	27.1%	24.1%	13.5%	4.5%	Good
15. Cultural programs	199	8	13	11	3	3	3.53
	64.8%	21.1%	34.2%	28.9%	7.9%	7.9%	Good
16. Social activities	128	40	75	26	9	1	3.95
	41.7%	26.5%	49.7%	17.2%	6.0%	.7%	Good
17. Student employment	180	44	28	8	3	3	4.24
	58.6%	51.2%	32.6%	9.3%	3.5%	3.5%	Good
18. Veterans services	235	7	10	5	2	1	3.80
	76.5%	28.0%	40.0%	20.0%	8.0%	4.0%	Good
19. Availability of counselors	178	23	48	11	7	3	3.88
	58.0%	25.0%	52.2%	12.0%	7.6%	3.3%	Good

L. Academic, admissions, registration, counseling serv.

Table IV-7 shows that the alumni respondents were satisfied with the academic, admissions, registration, and counseling services they received. The use of the library services (14.7%), participation in the orientation program (19.2%), and evaluation of instructors (12.1%) were not heavily used by the alumni when they were students. The usage of these services is similar to the amount of use reported by the current students. About one-quarter of the alumni respondents indicated they used the college catalog and admissions publications which was a great deal more use than reported by the current students. This seems to suggest that at one time these services attracted prospective students attention but now they have lost some of their attractiveness to potential students. Therefore, it supports the suggestion made in the current student section that more effort be devoted informing and attracting students to NITI.

M. Table IV-5. Use of NITI services (con't)

	Used this Service	Very Satisfied	Satisfied	Neutral	Dis-satisfied	Very Dis-satisfied	Overall Rating
FACILITIES							
20. Classroom facilities	4	95	160	22	9	3	4.16
	1.3%	32.9%	55.4%	7.6%	3.1%	1.0%	Good
21. Laboratory facilities	207	56	97	19	12	4	4.01
	67.4%	29.8%	51.6%	10.1%	6.4%	2.1%	Good
22. Study areas	30	69	130	36	12	0	4.04
	9.8%	27.9%	52.6%	14.6%	4.9%	.0%	Good
23. Student center	211	57	136	14	3	1	4.16
	68.7%	27.0%	64.5%	6.6%	1.4%	.5%	Good
24. Campus bookstore	55	32	120	18	18	2	3.85
	17.9%	16.8%	63.2%	9.5%	9.5%	1.1%	Good
25. Available student housing	164	25	41	11	7	0	4
	53.4%	29.8%	48.8%	13.1%	8.3%	.0%	Good
26. General condition of buildings and grounds	11	126	106	32	4	3	4.28
	3.6%	46.5%	39.1%	11.8%	1.5%	1.1%	Good
27. Places to relax between classes	21	74	113	31	25	8	3.88
	6.8%	29.5%	45.0%	12.4%	10.0%	3.2%	Good
28. Campus security	113	21	69	30	2	1	3.87
	36.8%	17.1%	56.1%	24.4%	1.6%	.8%	Good
STUDENT FINANCIAL ASSISTANCE							
29. Financial aid services (counseling)	133	55	73	11	14	2	4.06
	43.3%	35.5%	47.1%	7.1%	9.0%	1.3%	Good
30. Work study	170	37	45	9	8	0	4.12
	55.4%	37.4%	45.5%	9.1%	8.1%	.0%	Good
31. Financial assistance (awards) procedures	157	41	46	14	4	4	4.06
	51.1%	37.6%	42.2%	12.8%	3.7%	3.7%	Good
32. Financial aid information	112	43	83	29	12	3	3.89
	36.5%	25.3%	48.8%	17.1%	7.1%	1.8%	Good
STUDENT SERVICES							
33. Recreational and intramural programs	155	27	57	21	0	0	4.06
	50.5%	25.7%	54.3%	20.0%	.0%	.0%	Good
34. Student health services	217	3	17	7	2	0	3.72
	70.7%	10.3%	58.6%	24.1%	6.9%	.0%	Good
35. Student health insurance program	221	7	15	10	1	0	3.85
	72.0%	21.2%	45.5%	30.3%	3.0%	.0%	Good
36. Parking facilities and services	27	52	129	41	20	6	3.81
	8.8%	21.0%	52.0%	16.5%	8.1%	2.4%	Good
37. Food service	56	42	101	45	10	2	3.86
	18.2%	21.0%	50.5%	22.5%	5.0%	1.0%	Good
38. Child care services	220	5	4	9	0	0	3.78
	71.7%	27.8%	22.2%	50.0%	.0%	.0%	Good

H. Campus facilities, financial aids, student services

The alumni respondents rated campus facilities, financial aids, and student services highly. While a large number of people indicated they used the health services (70.7%) and child care services (71.7%) only a small percentage of them chose to rate the quality of the service (9.4% for health and 5.8% for child care). This also occurred in the NITI Current Student Survey in reference to the rating and use of health services. It appears that some services are used less by current students than they were used by the alumni, suggesting a gradual decline in the utilization of the services. About six percent of the current students indicated they used the bookstore while 17.9% of the alumni used the bookstore. Forty-three percent (43.3%) of the alumni used the financial counseling services while 26.4% of the current students reported using this service. More alumni reported receiving financial aid information (36.5%) than did current students (17.2%). These comparisons seem to reinforce the conclusion made in the Current Student Survey section. Declining use of the library and bookstore suggests a possible decline in emphasis of reading and theory in instruction. Likewise, the decline in financial aid information and in receipt of admissions materials suggests a possible decline in the quality and extent of college counseling provided to prospect students.

There was one area in which the alumni differed extensively from the current students. This was in reference to places to relax between classes. Only 6.8% of the alumni used these facilities while 97.7% of the current students reported they used these services. This suggests that improvements in the physical plant to promote a positive social and educational climate has increased their usage tremendously and made the improvements worthwhile in terms of that usage. A very small number alumni (9.8%) and current students (10.8%)

do not use the study areas that NITI provides for the students. This may suggest that some additional investigation may be needed to determine why these facilities were continually under utilized by students.

O. Table IV-6. Use of NITI services (general)

FACILITIES	Very Satisfied	Satisfied	Neutral	Dis-satisfied	Very Dis-satisfied	Overall Rating
39. College concern for you as an individual	58 19.3%	187 62.3%	42 14.0%	8 2.7%	5 1.7%	3.95 Good
40. Attitude of the college non-teaching staff toward students	50 16.7%	178 59.5%	65 21.7%	4 1.3%	2 .7%	3.90 Good
41. Racial harmony on campus	45 15.1%	162 54.2%	92 30.8%	0 .0%	0 .0%	3.84 Good
42. Opportunities for personal involvement in campus activities	42 14.1%	143 48.1%	102 34.3%	9 3.0%	1 .3%	3.73 Good
43. Student government	30 10.2%	124 42.0%	137 46.4%	3 1.0%	1 .3%	3.61 Good
44. Opportunities for student employment.	27 9.3%	108 37.4%	124 42.9%	22 7.6%	8 2.8%	3.43 Neutral
45. Campus media (student newspaper, etc.)	31 10.7%	109 37.6%	136 46.9%	13 4.5%	1 .3%	3.54 Good
46. Quality of instruction	81 26.8%	173 57.3%	30 9.9%	15 5.0%	3 1.0%	4.04 Good
47. Preparation of instructor	87 29.2%	169 56.7%	27 9.1%	11 3.7%	4 1.3%	4.09 Good
48. Fairness of testing and grading system	81 27.7%	163 55.8%	31 10.6%	13 4.5%	4 1.4%	4.04 Good
49. Courses are taught at convenient times and places	81 27.0%	176 58.7%	31 10.3%	10 3.3%	2 .7%	4.08 Good
50. Class size	84 27.6%	191 62.8%	23 7.6%	4 1.3%	2 .7%	4.15 Good
51. This college in general	84 27.6%	180 59.2%	33 10.9%	7 2.3%	0 .0%	4.12 Good

P. Student satisfaction with the college

The NITI alumni respondents indicated they were satisfied with the general services provided by NITI. These people felt the campus was a caring and supportive environment in which to attend classes. Like the current students, NITI alums hold a positive value for the education experience they received while enrolled at NITI.

Q. Table IV-7. Views of community college status

STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Overall Rating
58. A community college would be the first choice for a number of people.	66 22.3%	157 53.0%	62 20.9%	10 3.4%	1 .3%	3.94 Agree
59. People would go to a community college if they could not go to the college of their choice.	69 23.2%	144 48.5%	60 20.2%	23 7.7%	1 .3%	3.87 Agree
60. The rising admissions standards at the state universities make it important to have a community college in the area.	91 30.6%	154 51.9%	43 14.5%	9 3.0%	0 .0%	4.10 Agree
61. People in this area would go to a community college if they could not get a full-time job.	61 19.4%	98 31.1%	134 42.5%	21 6.7%	1 .3%	3.63 Agree
62. People would go to a community college because they could get a part-time job and have enough money to pay for their education.	41 13.8%	165 55.6%	71 23.9%	18 6.1%	2 .7%	3.76 Agree
63. People would go part-time to a community col-college and could also work full-time.	45 15.2%	156 52.5%	78 26.3%	18 6.1%	0 .0%	3.77 Agree
64. People in this area would not go to a community college.	0 .0%	10 3.4%	49 16.6%	158 53.4%	79 26.7%	1.97 Disagree
65. Because of tougher academic standards at the universities, it is important to let students have assistance in study skills and a second chance at a college education.	81 27.4%	183 61.8%	29 9.8%	3 1.0%	0 .0%	4.16 Agree
66. People would go to a community college because it is within driving distance of home.	78 26.3%	185 62.3%	22 7.4%	12 4.0%	0 .0%	4.11 Agree
67. People would go to a community college because it is the least expensive way to get a college education.	55 18.5%	149 50.2%	76 25.6%	17 5.7%	0 .0%	3.81 Agree
68. There are plenty of opportunities for anyone who wants a college education in this area.	34 11.4%	107 36.0%	84 28.3%	60 20.2%	12 4.0%	3.31 Uncertain

R. Student opinions regarding community college status

The alumni respondents believed that NITI should become a community college. They agree that the community college would be the first choice of people, and that people would attend because it is the least expensive option. They also agreed that a community college would be a good choice for people who wish to attend school part-time and be employed on a full or part-time basis and as a haven for those who were not able to attend the college of their preference.

Alumni concurred that the rising admissions standards and the tougher academic standards at the public universities make a community college an important option for those seeking the first two years of college education in Merged Area I. Alumni disagreed with the statement that people would not attend a community college. That a student could attend college near his or her home and that a community college may be the least expensive option for students with limited financial resources was also affirmed by the alumni. Like the respondents to the other surveys of this Study, NITI Alumni were not certain whether there were sufficient higher education opportunities in the area.

S. Summary and Conclusions from the NITI Alumni Survey

One thousand NITI alumni, a ten percent random sample, were surveyed regarding their perception of the quality of education they received while a student at NITI, whether they planned to continue their education and whether they did, and what their opinions were regarding NITI as a community college. Their responses provided valuable information regarding the desirability of altering the program/service mix at the college and of changing the status of

NITI to that of a comprehensive community college. Due to the nature of the Alumni name list from which the surveyed was conducting, only limited information was available to determine the representativeness of the sample. For example, since little was known about the geographic distribution of the Alumni, the representativeness of the sample could not be checked according to geographic distribution. The demographic distribution of alumni was assumed therefore to be comparable to the population from which it was drawn.

Many (43.4%) NITI alumni were interested in continuing their education beyond the program in which they were enrolled. Of those wishing to continue their education, over half (50.8%) would study another subject currently offered by NITI, over one-fifth (22.6%) would study a subject leading to a bachelors degree, and over one-quarter of the respondents (26.6 %) would continue their education by studying a career option program. The programs and subjects chosen parallel those selected by the high school seniors planning to enroll in a two-year college.

Because substantial number of NITI alumni are interested in certain bachelors degree subjects and career option programs, transferability of NITI coursework to a four-year college or university is important to a majority of alumni. Nearly one-third of the NITI alumni (27.4%) considered transferability of courses "essential," while another third (33.2%) considered "a valuable option." It was concluded that if some NITI courses and programs had been transferable, probably the percentage of alumni who did continue their education (13.4%) would have been significantly greater. It was concluded that a substantial number of Alumni were interested in B.S./B.A. subjects and/or Career Option programs, but their degrees, diplomas and certificates earned at NITI inhibited many from continuing their education as desired.

Based on the findings of this survey and that from the High School Senior Survey and Current NITI Student Survey, specific steps were recommended for curricular planning. Ten NITI programs commanded high interest among the responding NITI Alumni: Accounting Specialist, Associate Degree Nursing, Bookkeeping / Accounting, Business Computer Programming, Computer Operation and Programming, Electronic Technology, Mechanical Technology, Respiratory Therapy Technician, and Word Processing. Four B.A./B.S. subjects areas were of high interest to the responding NITI Alumni: Computer and Information Sciences, Engineering, Health Professions, and Psychology. There were Career Option programs in high demand among the Alumni surveyed: Business and Management, Child Care Management, Computer-aided Drafting and Design, Legal Assisting and Legal Secretarial. Many of the B.A./B.S. subjects and Career Option programs selected by a high proportion of Alumni where the preferred choices of the high school seniors planning to attend a two-year college and the current NITI students as well. The stability of interest in these program areas from future students, to present students, to Alumni suggests the strength of these specific B.S./B.A. subjects and Career Option programs. The findings of the Alumni Survey further reinforce the candidacy of these programs for inclusion in the NITI curriculum. Such inclusion presupposes community college status for the institution.

NITI alumni generally gave high ratings to the academic, admissions and registration and counseling services they received while enrolled at NITI. Utilization of these services, however, was low in certain areas: college orientation (19.2%), NITI libraries (14.7%). More alumni (36.5%) received financial aid information than had the current NITI students (17.2%); more alumni (43.3%) used the financial counseling services at NITI than current NITI students (17.2%). These figures suggest that effort to provide students while financial aid information and counseling may be declining, while the high school seniors are seeking such assistance (see High School Survey).

In general, NITI alumni are satisfied with the procedures and services of the institution. They think the college personnel cared about them as individuals and provided them with a variety of campus activities in which to become involved. They think NITI should become a community college, and that a number of individuals not currently attending college would enroll if NITI were a community college.

V. Area Business Survey

A. Introduction

The Area Business Survey asked a variety of businesses operating in the area served by NITI their opinions about how they recruit and train employees. It also gathered information on how NITI does or could help them with their recruiting and training needs. Area businesses hire NITI graduates and pay taxes to support the operation of the institution. For these reasons, the area businesses constitute an importance constituency served by NITI; the views of these business persons were solicited regarding the program / service mix of NITI and whether a community college would be beneficial for the area.

The survey instrument was adapted from three prior need assessment studies. Initial adaptation and design of the instrument was performed by researchers at Iowa State University. Next, the instrument was reviewed by the NITI Needs Assessment Study Team comprised of students, faculty and administrators from NITI; this study team was instructed to edit the questionnaire so that it accurately reflected the programs, services and concerns of NITI students and staff. Once study team changes had been incorporated into the document, the questionnaire was reviewed by the external NITI Needs Assessment Project Advisory Committee, an external group consisting of educators, business people, and civic leaders from throughout the NITI service area. They were instructed to review the instrument for accuracy, fairness of questions, and face validity given their knowledge of the citizens of the NITI service area. In this way, the questionnaire was reviewed, edited and recommended for use by both the NITI Study Team and an external Project Advisory Committee.

same time as the Area Household Survey, the NITI Program Advisory Committee Survey and the Area Businesses Survey. Press releases to area newspapers and radio stations preceded mailing of the survey in order to alert residents to the purpose of the NITI Needs Assessment Study and to encourage them to complete the questionnaire. Each questionnaire was accompanied by a letter from the Superintendent/President, again explaining the purpose of the Study, assuring individuals of the confidentiality of their responses and urging them to complete and return the questionnaire. Also enclosed was a post-paid envelope addressed to Iowa State University.

The NITI Area business people selected to participate in the study were chosen from the telephone books of the area. The every 10th listing in the business section of each telephone directory was compiled, resulting in a list of 965 NITI Area businesses. From this list, 217 usable responses were received after two mailings, resulting in a return rate of 22.5 percent.

B. Employee recruiting

Table V-1 is a record of the responses reported by businesses in the area of employee recruitment. A majority of the business respondents indicated they had no problem finding qualified employees (62.67%) and that they did not have to go outside the community for personnel (54.84%). Area businesses find the majority of qualified workers they need from the area.

Employers were asked about the extent to which they had to recruit outside the area for six categories of occupations. These categories are based on the classification of occupations used by United States Census Bureau. The frequently identified as occupations that employers needed to recruit outside the local area. Within that category, health care personnel were the most heavily recruited professional occupations (32.0%) outside the local area. Occupations in accounting, education, and engineering were other occupation in which businesses recruit outside the local area.

Almost one-third of the sales/technical occupations (34.43%) that employers recruit outside the local area are in sales or customer service/relations. Health care technicians were the most heavily recruited technical occupations (13.33%). Secretarial/clerical occupations were another group of highly recruited occupations. Mechanics were the precision products/crafts classification's occupation most recruited for outside the local area.

Employer demand for positions in accounting, education, engineering, health care, sales and customer relations, and secretarial clerical workers correspond to the demand by high school seniors planning to attend a two-year college, current NITI students and NITI alumni for these subjects and program areas.

When asked about what sources employers use to obtain employees, over eighty percent (82.82%) of the businesses said they used direct application, present staff, public employment office, advertising, and vocational/technical institutes to obtain employees. Direct application was used most by employers (30.53%). Only 14.12% of the employers recruited directly from proprietary schools, secondary schools, 4-year colleges and universities, and community colleges.

Employee recruitment	Yes		No	
	Number	Percent	Number	Percent
Does your firm tend to have a problem finding qualified employees?	77	35.5%	136	62.7%
Do you have to look for some personnel in other than the the immediate community?	95	43.8%	119	54.8%

For what types of occupations do you recruit employees outside the area?	Number	Percent
Managerial/Professional	50	23.0%
Technical/Sales	61	28.1%
Service	13	6.0%
Precision products/Crafts	36	16.6%
Operators/Laborers	7	3.2%
Farm	6	2.8%
no response	44	20.3%
TOTAL	217	100.0%

From what sources do you obtain employees?	Number	Percent
direct application	160	30.53%
present staff	80	15.27%
public employment office	48	9.16%
advertising	93	17.75%
proprietary	11	2.10%
secondary schools	13	2.48%
4 year colleges and universities	33	6.30%
community colleges	17	3.24%
vocational/technical institutes	53	10.11%
other	16	3.05%
TOTAL	524	100.0%

What are your other sources for employees?

active recruiting
civil service exam
high school
mortuary school

Only about one-quarter of the businesses use educational attainment (25.93%) as a way to promote and advance their employees. Of those that said they did use educational attainment as a criteria for advancement and promotion, all of the criteria listed in the survey received about the same percentage of responses. Less than one-third of employers (28.1%) use some form of educational attainment as criteria for promotion and advancement of employees. Continuing education units (CEU's), college credit, high school completion and vocational technical certificates are recognized as criteria by approximately 15 percent of employers using education as a criteria, while approximately 10 percent recognize the associate degree.

The American Association of Community and Junior Colleges (AACJC) has called upon its members to advance the value of the Associate Degree among businesses, citizens, alumni and students. As a member of AACJC, NITI may receive informational kits prepared to inform employers to the advantages hiring individuals who have earned an associate degree and the advantages to recognizing the associate degree in promotion and pay decisions. The data from the Area Business Survey suggests that the associate degree is not as valued as the vocational certificate in promotion and advancement decisions. A specific goal for those NITI staff assigned to work with area businesses should be to provide information and advocate the value of the associate degree as a mark of educational accomplishment among employees.

Does your firm use any of the following criteria for the purpose of promoting or advancing your employees?	Yes		No	
	Number	Percent	Number	Percent
	56	28.1%	143	71.9%

Criteria	Criteria Number	Criteria Percent
ceu's	21	18.6%
college credit	17	15.0%
GED or high school completion	16	14.2%
postsecondary vocational certificate	18	15.9%
associate degree	12	10.6%
bachelors degree	15	13.3%
masters degree	14	12.4%
TOTAL	113	100.0%

F. Programs and courses selected by employers

Table V-3 shows responses businesses made to questions about which NITI programs served their training and personnel needs and what other programs that are not available now could NITI offer to help meet their training and personnel needs. Courses in accounting, bookkeeping, business computer programming, clerical, and secretarial areas constituted over one-third (40.00%) of the courses that served the personnel needs of the businesses. Customer relations, advertising/merchandising, and marketing were another group of courses (11.60%) that were identified more than other courses as being courses that served the needs of the businesses. Auto mechanics and computer programming were other courses that were identified by a significant number of businesses as courses that met their personnel needs.

NITI that could meet their needs. There does not seem to any significant pattern in the kinds of programs they identified. They range from requests for college graduate courses to courses on motor coach operation. These responses were listed in Table V-4.

G. Table V-3. Employer use of NITI programs and courses

Please list programs or courses offered during the past year by NITI which serve your training and personnel needs?

Course or Program	Number	Percent
1. Accounting specialist	15	4.5%
2. Accrual Accounting for City and County Governments	5	1.5%
3. Advertising/Merchandising	9	2.7%
4. Administrative Assistant	2	.6%
5. Agri-Business Technology	4	1.2%
6. Associate Degree Nursing	9	2.7%
7. Auto Body Repair	8	2.4%
8. Auto Mechanics	17	5.1%
9. Auto Technology	8	2.4%
10. Blue Print Reading	3	.9%
11. Boiler Room Operation and Maintenance	3	.9%
12. Bookkeeping/Accounting	35	10.5%
13. Business Computer Programming	10	3.0%
14. Carpentry	4	1.2%
15. Clerical	18	5.4%
16. Commercial/Residential Electrician	4	1.2%
17. Computer Assisted Design	1	.3%
18. Computer Operation and Programming	15	4.5%
19. Computer in Auto Diagnosis	2	.6%
20. Computer Technology	0	.0%
21. Contracted Vocational Education	0	.0%
22. Cosmetology	6	1.8%
23. Customer Relations	10	3.0%
24. Dairy Herd Management	2	.6%
25. Dental Assisting	0	.0%
26. Diesel Mechanics	1	.3%
27. Dye Design	0	.0%
28. Early Childhood	0	.0%
29. Electronic Assembly	0	.0%
30. Electronic Motor Control	1	.3%
31. Electronic Repair	4	1.2%
32. Electronic Technology	4	1.2%
33. Environmental Technology	2	.6%
34. Farm implement management	3	.9%

36. Geometric Tolerating and Dimensioning	0	.0%
37. Heating / Air conditioning	9	2.7%
38. Human Relations	3	.9%
39. Human services technician	2	.6%
40. Industrial electrician	1	.3%
41. Industrial Hydraulics	0	.0%
42. Information processing technician	0	.0%
43. Iowa Criminal and Juvenile Justice Training	0	.0%
44. Law Enforcement	0	.0%
45. Licensed practical nursing	4	1.2%
46. Machine Operator	3	.9%
47. Management/Supervision	7	2.1%
48. Marketing	10	3.0%
49. Marketing management	4	1.2%
50. Mechanical technology	1	.3%
51. Medical Coder Transcription	4	1.2%
52. Medical Record Technology	4	1.2%
53. Mine Safety Health Retraining	0	.0%
54. Multi Media First Aid and CPR	0	.0%
55. Office specialist	5	1.5%
56. Plastic Mold Design	0	.0%
57. Programming Motors Control	1	.3%
58. Radiologic technology	5	1.5%
59. Respiratory therapy technician	1	.3%
60. Safety Management of Hazardous Materials	3	.9%
61. Secretarial	22	6.6%
62. Statistical Process Control	2	.6%
63. Time Management	4	1.2%
64. Tool design	0	.0%
65. Use of Computer in Accounting	4	1.2%
66. Wastewater Management	1	.3%
67. Welding	6	1.8%
68. Word processing	8	2.4%
69. Other courses (listed below)	12	3.6%
TOTAL	333	100.0%
Minimum	0	
Maximum	35	
Average	4.8	
Standard Deviation	6.1	

OTHER COURSES:

Certified nursing assistant
Cardio-pulmonary resuscitation
Customer relations
Insurance
Leadership
Math
Occupational therapy
Real estate
Real estate appraisal
Refrigeration
Retail merchandising
Retail seminar
Sewing skill seminar

H. Table V-4. Other desired subjects and programs

What other programs and/or courses do you think NITI could offer that would serve personnel and training needs of your firm?

- agronomy
- air conditioning
- antique evaluation
- banking
- basic utility service
- billing
- business
- certified dental assistant
- child abuse reporting
- coaching endorsement
- college graduate courses
- computers in banking
- continuing education
- customer
- data entry
- data processing
- driver training
- electrical wiring
- electronic repair
- electronic technician
- emergency medication
- fencing
- front end alignment
- funeral business
- furniture repair
- grant management
- grant writing
- health
- horticulture
- inboard motor seminar
- insurance law update
- insurance license
- interior decorating
- jewelry repair
- landscape architecture
- lettering
- library clerks
- licensed practical nurse
- management supervisor
- medical insurance
- microbiology
- motorcoach operator
- new product update
- nutrition
- one day seminars
- outboard motor seminar
- personnel assessment
- photography
- physical therapy
- plumbing
- public speaking
- refrigeration
- remodeling technics
- restaurant management
- retail
- retail sales training
- sales seminars
- service diagnosis
- service sales
- shoplifting detection
- small engine repair
- small outboard mechanics
- substance abuse
- tax and computer
- small business
- telephone etiquette
- travel consultant
- truck driver
- weaving
- writing
- written communication

The businesses perception of how well NITI's efforts have met their needs are demonstrated in Table V-5. Over half of the businesses (52.37%) feel that NITI are adequately meeting their training and personnel needs. A sizable percentage (41.29%) of the businesses have had no contact with NITI.

The lack of contact with NITI may be similar to the response by a number of high school seniors who indicated that they were not familiar with NITI. For the high school students, it seemed their lack of knowledge was the result of not receiving any information about NITI, or if they did receive information it did not make any of impression. There may a similar problem with the businesses. Many appear not to have received information from NITI; many indicated they could have used NITI's services. Some may received information but it did not attract their interest or attention. This suggests that NITI make more of an effort to reach people, businesses in this case, to inform them and increase their awareness of what services are available at NITI. As demonstrated by Table V-5 and in surveys of alumni and current students, most people who do have contact with NITI feel good about the experience. This seems to suggest that if NITI gets people to enroll in their courses, they do good job of educating them as students. They need to do more to increase interest in NITI.

When asked to indicate in what areas the businesses feel they need assistance (See Table V-6), they indicated a moderate need for assistance in literacy and basic skills, short-term training sessions on specific needs, and upgrading a needed skill. They did not feel a need for courses leading to an made to explain and promote the value of the associate degree.

J. Table V-5. How well does NITI serve your needs?

Which of the following statements best describes the efforts of Northeast Iowa Technical Institute to serve your training needs?	Number	Percent
It is making a serious effort to help us.	35	17.4%
The quality of what it has done for us has generally been good.	71	35.3%
It could serve us much better.	12	6.0%
No contact with NITI.	83	41.3%
TOTAL	201	100.0%

K. Table V-6. Need for specific types of training

Please indicate the need that you and your employees have for:	(4) High	(3) Mod	(2) Low	(1) None	No Response	Average Response
Literacy and basic skills	64 29.5%	42 19.4%	26 12.0%	45 20.7%	40 18.4%	2.71
Short-term training sessions on specific needs	50 23.0%	97 44.7%	27 12.4%	14 6.5%	29 13.4%	3.16 Moderate
Courses for upgrading a needed skill	41 18.9%	89 41.0%	34 15.7%	24 11.1%	29 13.4%	2.95 Moderate
Courses leading to an associate degree	11 5.1%	25 11.5%	48 22.1%	87 40.1%	46 21.2%	1.71 Low
Total	166	253	135	170	144	2.99
Total percent	19.1%	29.1%	15.6%	19.6%	16.6%	Moderate
Minimum	11	25	26	14	29	1.71
Maximum	64	97	48	87	46	3.16
Average	41.5	63.3	33.8	42.5	36	2.63
Standard Deviation	22.4	35.2	10.1	32.4	8.4	.64

Table V-7a/d and V-8a/b show the area businesses responses to questions about the preferred time and day for classes for their employees and themselves. The business people were asked to choose three days and times during these three days which they felt would be the best. Results indicated a near even division between day and evening classes.

Table V-7d gives a weight of "3" for a first choice in day/time, a weight of "2" for a second choice day/time, and a weight of "1" for a third choice weight and time. First, second and third choice day/times were then compiled. The weighted choices and their relation percentages are presented in this table. Results indicate a preference from Monday, Tuesday and Thursday classes between 8:00am and 9:00am or at 5:00pm. There was some additional interest shown in Saturday morning and Sunday afternoon classes. Table V-8b gives the composite weighted choices for evening classes. Findings indicate clear preferences for evening classes from Monday through Thursday starting at 7:00 pm.

What are the best hours during the day and the best nights during the week for you and your employees to attend classes?

First choice - Day

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
8 am	3	4	3	1	1	5	2	19
	1.7%	2.7%	1.7%	.6%	.6%	2.8%	1.1%	10.8%
9 am	9	6	1	1	1	5	5	28
	5.1%	3.4%	.6%	.6%	.6%	2.8%	2.8%	15.9%
10 am	4	5	2	0	1	3	1	16
	2.3%	2.8%	1.1%	.0%	.6%	1.7%	.6%	9.1%
11 am	2	2	0	0	0	2	2	8
	1.1%	1.1%	.0%	.0%	.0%	1.1%	1.1%	4.5%
12 noon	1	1	0	0	0	2	0	4
	.6%	.6%	.0%	.0%	.0%	1.1%	.0%	2.3%
1 pm	2	5	1	4	1	3	4	20
	1.1%	2.8%	.6%	2.3%	.6%	1.7%	2.3%	11.4%
2 pm	1	4	2	3	1	3	4	24
	.6%	2.3%	1.1%	1.7%	.6%	1.7%	2.3%	13.6%
3 pm	2	7	4	6	1	1	3	3
	1.1%	4.0%	2.3%	3.4%	.6%	.6%	1.7%	1.7%
4 pm	1	5	2	7	1	1	2	20
	.6%	2.8%	1.1%	4.0%	.6%	.6%	1.1%	11.4%
5 pm	2	5	2	5	1	1	3	19
	1.1%	2.8%	1.1%	2.8%	.6%	.6%	1.7%	10.8%
Total	27	44	17	27	8	26	27	176
	15.3%	25.0%	9.7%	15.3%	4.5%	14.8%	15.3%	100.0%

What are the best hours during the day and the best nights during the week for you and your employees to attend classes?

Second choice - Day

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
8 am	5	4	1	6	1	0	0	17
	5.4%	4.3%	1.1%	6.5%	1.1%	.0%		18.5%
9 am	3	3	2	4	1	4	0	17
	3.3%	3.3%	2.2%	4.3%	1.1%	4.3%		18.5%
10 am	2	0	0	3	0	1	0	6
	2.2%	.0%	.0%	3.3%	.0%	1.1%	.0%	6.5%
11 am	3	0	0	2	0	1	0	6
	3.3%	.0%	.0%	2.2%	.0%	1.1%	.0%	6.5%
12 noon	3	0	0	2	0	0	0	5
	3.3%	.0%	.0%	2.2%	.0%	.0%	.0%	5.4%
1 pm	3	1	0	1	1	0	0	6
	3.3%	1.1%	.0%	1.1%	1.1%	.0%	.0%	6.5%
2 pm	1	2	1	1	1	0	0	6
	1.1%	2.2%	1.1%	1.1%	1.1%	.0%	.0%	6.5%
3 pm	1	2	1	1	1	0	0	6
	1.1%	2.2%	1.1%	1.1%	1.1%	.0%	.0%	6.5%
4 pm	2	2	1	2	3	0	0	10
	2.2%	2.2%	1.1%	2.2%	3.3%	.0%	.0%	10.9%
5 pm	4	4	1	3	2	0	0	14
	4.3%	4.3%	1.1%	3.3%	2.2%	.0%	.0%	15.2%
Total	27	17	6	26	10	6	0	92
	29.3%	18.5%	6.5%	28.3%	10.9%	6.5%	.0%	100.0%

What are the best hours during the day and the best nights during the week for you and your employees to attend classes?

Third choice - Day

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
8 am	3	3	5	3	2	0	0	16
	3.1%	3.1%	5.2%	3.1%	2.1%	.0%	.0%	16.7%
9 am	2	2	3	1	2	1	2	13
	2.1%	2.1%	3.1%	1.0%	2.1%	1.0%	2.1%	13.5%
10 am	2	2	2	2	2	1	0	11
	2.1%	2.1%	2.1%	2.1%	2.1%	1.0%	.0%	11.5%
11 am	1	1	2	2	3	0	0	9
	1.0%	1.0%	2.1%	2.1%	3.1%	.0%	.0%	9.4%
12 noon	1	2	1	1	3	0	0	8
	1.0%	2.1%	1.0%	1.0%	3.1%	.0%	.0%	8.3%
1 pm	1	1	0	0	1	3	3	9
	1.0%	1.0%	.0%	.0%	1.0%	3.1%	3.1%	9.4%
2 pm	0	1	0	0	0	1	3	5
	.0%	1.0%	.0%	.0%	.0%	1.0%	3.1%	5.2%
3 pm	0	1	0	1	0	1	3	6
	.0%	1.0%	.0%	1.0%	.0%	1.0%	3.1%	6.3%
4 pm	3	1	0	1	0	1	3	5
	3.1%	1.0%	.0%	1.0%	.0%	1.0%	3.1%	5.2%
5 pm	3	1	1	1	0	1	3	10
	3.1%	1.0%	1.0%	1.0%	.0%	1.0%	3.1%	10.4%
Total	16	15	14	12	13	9	17	96
	16.7%	15.6%	14.6%	12.5%	13.5%	9.4%	17.7%	100.0%

What are the best hours during the day and the best nights during the week for you and your employees to attend classes?

Composite weighted choices - Day

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
8 am	22	23	16	18	7	15	6	107
	14.6%	12.6%	20.3%	12.6%	12.3%	15.2%	6.3%	14.1%
9 am	35	26	10	12	7	24	17	131
	23.2%	14.2%	12.7%	8.4%	12.3%	24.2%	17.9%	17.2%
10 am	18	17	8	8	5	12	3	71
	11.9%	9.3%	10.1%	5.6%	8.8%	12.1%	3.2%	9.3%
11 am	13	7	2	6	3	8	6	45
	8.6%	3.8%	2.5%	4.2%	5.3%	8.1%	6.3%	5.9%
12 noon	10	5	1	5	3	6	0	30
	6.6%	2.7%	1.3%	3.5%	5.3%	6.1%	.0%	3.9%
1 pm	13	18	3	14	6	12	15	81
	8.6%	9.8%	3.8%	9.8%	10.5%	12.1%	15.8%	10.6%
2 pm	5	17	8	11	5	10	15	89
	3.3%	9.3%	10.1%	7.7%	8.8%	10.1%	15.8%	11.7%
3 pm	8	26	14	21	5	4	12	27
	5.3%	14.2%	17.7%	14.7%	8.8%	4.0%	12.6%	3.5%
4 pm	10	20	8	26	9	4	9	85
	6.6%	10.9%	10.1%	18.2%	15.8%	4.0%	9.5%	11.2%
5 pm	17	24	9	22	7	4	12	95
	11.3%	13.1%	11.4%	15.4%	12.3%	4.0%	12.6%	12.5%
Total	151	183	79	143	57	99	95	761
	19.8%	24.0%	10.4%	18.8%	7.5%	13.0%	12.5%	100.0%

What are the best hours during the day and the best nights during the week for you and your employees to attend classes?

First choice - Night

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
6 pm	15	13	10	7	2	2	2	51
	4.3%	3.7%	2.9%	2.0%	.6%	.6%	.6%	14.6%
7 pm	37	49	35	32	6	3	1	163
	10.6%	14.0%	10.0%	9.2%	1.7%	.9%	.3%	46.7%
8 pm	17	23	13	15	2	2	1	73
	4.9%	6.6%	3.7%	4.3%	.6%	.6%	.3%	20.9%
9 pm	16	19	11	13	1	1	0	61
	4.6%	5.4%	3.2%	3.7%	.3%	.3%	.0%	17.5%
10 pm	1	0	0	0	0	0	0	1
	.3%	.0%	.0%	.0%	.0%	.0%	.0%	.3%
Total	86	104	69	67	11	8	4	349
	24.6%	29.8%	19.8%	19.2%	3.2%	2.3%	1.1%	100.0%

Second choice - Night

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
6 pm	6	10	8	7	8	1	0	40
	3.4%	5.7%	4.6%	4.0%	4.6%	.6%	.0%	22.9%
7 pm	9	10	17	17	4	2	1	60
	5.1%	5.7%	9.7%	9.7%	2.3%	1.1%	.6%	34.3%
8 pm	13	13	13	8	5	0	0	52
	7.4%	7.4%	7.4%	4.6%	2.9%	.0%	.0%	29.7%
9 pm	4	6	5	5	3	0	0	23
	2.3%	3.4%	2.9%	2.9%	1.7%	.0%	.0%	13.1%
10 pm	0	0	0	0	0	0	0	0
	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%
Total	32	39	43	37	20	3	1	175
	18.3%	22.3%	24.6%	21.1%	11.4%	1.7%	.6%	100.0%

Third choice - Night

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
6 pm	3	8	5	3	1	0	1	21
	2.5%	6.8%	4.2%	2.5%	.8%	.0%	.8%	17.8%
7 pm	11	11	7	11	1	1	1	43
	9.3%	9.3%	5.9%	9.3%	.8%	.8%	.8%	36.4%
8 pm	9	2	5	4	1	0	2	23
	7.6%	1.7%	4.2%	3.4%	.8%	.0%	1.7%	19.5%
9 pm	10	4	8	5	2	0	2	31
	8.5%	3.4%	6.8%	4.2%	1.7%	.0%	1.7%	26.3%
10 pm	0	0	0	0	0	0	0	0
	.0%	.0%	.0%	.0%	.0%	.0%	.0%	.0%
Total	33	25	25	23	5	1	6	118
	28.0%	21.2%	21.2%	19.5%	4.2%	.8%	5.1%	100.0%

R. Table V-8b. Composite preferred times and nights

What are the best hours during the day and the best nights during the week for you and your employees to attend classes?

Composite weighted choices - Night

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
6 pm	60	67	51	38	23	8	7	254
	17.0%	16.1%	16.0%	12.8%	29.5%	25.8%	35.0%	16.8%
7 pm	140	178	146	141	27	14	6	652
	39.7%	42.9%	45.9%	47.3%	34.6%	45.2%	30.0%	43.1%
8 pm	86	97	70	65	17	6	5	346
	24.4%	23.4%	22.0%	21.8%	21.8%	19.4%	25.0%	22.9%
9 pm	66	73	51	54	11	3	2	260
	18.7%	17.6%	16.0%	18.1%	14.1%	9.7%	10.0%	17.2%
10 pm	1	0	0	0	0	0	0	1
	.3%	.0%	.0%	.0%	.0%	.0%	.0%	.3%
Total	353	415	318	298	78	31	20	1513
	23.3%	27.4%	21.0%	19.7%	5.2%	2.0%	1.3%	100.0%

Area businesses prefer that courses and programs for employees be located either at the Calmar campus (45.28%) or the Peosta campus (30.66%) (See Table V-9). Only 13.2 percent of area business wanted instruction at their place of business, and another 10.82 requested classes at another location, usually within the vicinity in which the place of business was located. Of those businesses who wanted to have classes in locations other than those listed, most chose local school districts.

The businesses were asked to indicate for what kinds of courses they would pay their employees tuition (Table V-10). They were supportive of this idea for short-term training sessions (58.06%) and courses for upgrading a needed skill (49.77%). There was not much support for paying for tuition for employees obtaining an associate degree. These findings would further support the notion that the value of the associate degree needs greater emphasis in college public relations, continuing education program development, and business / industry training efforts. Although many area businesses report little contact with NITI, many would pay tuition for employees would enrolled in an ay would pay tuition for employees would e training session or were related to upgrading a skill.

Where would you prefer that classes be held?	Number	Percent
At the NITI Calmar campus	96	45.3%
At the NITI Peosta campus	65	30.7%
At your business location	28	13.2%
Other location (listed below)	23	10.8%
TOTAL	212	100.0%

List of other locations:

anywhere in local community
area public school
close to home
Cresco area
in our town
in Olewein
job site
local area
local colleges
local high schools
local school buildings
local school district
local school system
location in Dubuque
Postville
somewhere in Dubuque
within 20-mile area
Luther College
New Hampton Recreation Center
North Fayette
Olewein

U. Table V-10. Would you pay employees tuition?

Would your business or firm consider paying tuition for employees enrolled in:	Yes		No		No response		Total	
	Num	%	Num	%	Num	%	Num	%
short-term training session	126	58.1%	61	28.1%	30	13.8%	217	33.3%
courses for upgrading a needed skill	108	49.8%	57	26.3%	52	24.0%	217	33.3%
courses leading to an associate degree	23	10.6%	124	57.1%	70	32.3%	217	33.3%
Total	257	39.5%	242	37.2%	152	23.3%	651	100.0%

V. Area Business Views on Community College Status

As Table V-11 shows, the Area business people think that the district would benefit from a local community college. They agree with the statement that a community college would be the first choice of a number of area residents. They agree that those not able to go to the college of their choice would also use a community college. They believe that rising admissions standards and tougher academic requirements at Iowa's universities make having a community college more important for the less able student. Also, they see people benefiting from part-time study while working, although they are uncertain that if the unemployed would take advantage of a community college. Likewise, they are uncertain as to whether there are sufficient educational opportunities in the area, and they disagree with the statement that people would not go to a community college. The findings of the Area Business Survey concur with those of other surveys used in this study in the perceived benefit of a community college to Merged Area I.

STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Overall Rating
33. A community college would be the first choice for a number of people.	61 29.6%	69 33.5%	42 20.4%	24 11.7%	10 4.9%	3.71 Agree
34. People would go to a community college if they could not go to the college of their choice.	51 24.9%	101 49.3%	38 18.5%	12 5.9%	3 1.5%	3.90 Agree
35. The rising admissions standards at the state universities make it important to have a community college in the area.	66 32.2%	76 37.1%	33 16.1%	18 8.8%	12 5.9%	3.81 Agree
36. People in this area would go to a community college if they could not get a full-time job.	24 11.8%	66 32.4%	82 40.2%	23 11.3%	9 4.4%	3.36 Uncertain
37. People would go to a community college because they could get a part-time job and have enough money to pay for their education.	36 17.6%	88 42.9%	60 29.3%	14 6.8%	7 3.4%	3.64 Agree
38. People would go part-time to a community col-college and could also work full-time.	40 19.5%	102 49.8%	47 22.9%	11 5.4%	5 2.4%	3.79 Agree
39. People in this area would not go to a community college.	2 1.0%	6 2.9%	34 16.6%	84 41.0%	79 38.5%	1.87 Disagree
40. Because of tougher academic standards at the universities, it is important to let students have assistance in study skills and a second chance at a college education.	56 27.5%	102 50.0%	28 13.7%	12 5.9%	6 2.9%	3.93 Agree
41. People would go to a community college because it is within driving distance of home.	48 23.5%	126 61.8%	22 10.8%	6 2.9%	2 1.0%	4.45 Agree
42. People would go to a community college because it is the least expensive way to get a college education.	26 12.7%	91 44.6%	65 31.9%	21 10.3%	1 .5%	3.59 Agree
43. There are plenty of opportunities for anyone who wants a college education in this area.	39 19.0%	61 29.8%	45 22.0%	45 22.0%	15 7.3%	3.31 Uncertain

X. Major Employer Interviews

1. Overview

Between May 28 and June 19 sixteen corporate interviews were held with major employers from Cresco, Decorah, Dubuque, Dyersville, and New Hampton. Chief executive officers, personnel directors, managers, and corporate trainers were interviewed to determine:

- future employee training needs
- recent employment patterns and hiring trends relative to NITI graduates

- * perceived strengths and weaknesses of the NITI curriculum
- * current image of NITI
- * attitudes towards NITI's proposal to expand its mission

Data were collected through open-ended questions and forced choice responses. Part 1 contains employers responses to the open-ended questions and Part 2 displays mean (x) responses to the 10 items designed to probe attitudes relative to mission expansion.

2. Major employer responses to interview questions

1. Describe the future training needs of your company.

- training in communications, listening, desktop publishing
- developing a computer literate work force
- management training and development, specifically the transition from an entrepreneurial to a managerial corporation
- more need for employees trained in SPC techniques
- increased opportunities for personal development, growth groups, avocational development
- refrigeration
- welding
- supervisory training
- industrial engineering
- electronic communication
- data manipulation
- more literate workforce
- supervisory skills
- biomedical maintenance
- tool and die - plastics specific
- for hourly: more emphasis on personal skills, i.e., blueprint reading, problem-solving
- for entry level engineers: in-house on-job-training and external training, i.e., supervision
- tech training, i.e., welding, machinist operations (boiler-refrigeration)
- computers
- need more well-rounded employees - 75% reimbursement program
- need development in work ethic
- many in-house programs, i.e., supervision, communication skills
- test technician program

2. Describe recent employment patterns and hiring trends relative to NITI graduates.

- numerous NITI grads hired for accounting and clerical positions (Clarke grads hired in computer science and programming)
- recent employees all hired through recall
- some NITI grads hired in trade areas (OJT necessary for all nonmanagerial employees)
- many employees in machine shop graduates of NITI
- a number of clerical staff graduates of NITI
- mostly clerical
- good, solid RNs
- general factory labor
- NITI grads into Mechanical-Electrical area (need more emphasis on industrial mechanics)
- machine operation, office personnel
- no NITI grads
- over the past 12-18 months hired 10 test technicians

3. What are your impressions of the NITI curriculum?

- placement seems to work
- program needs more real world opportunities (internships)
- students need a "professional behavior/expectations" course
- need more clinical experience
- need more broadly-based computer skills, not just WP
- Dubuque needs "guest relations" program (HRM?)
- more emphasis on industrial rather than ag mechanics
- need a 6 month course in supervision (our company would support 75% of the tuition)
- need supervisory training

4. Describe your image of NITI. What is its role in the community?

- NITI needs to market itself better in the community
- I'm unaware of the course offerings
- the school is evolving slowly - each year it gains a little visibility because it does fill a need
- I view it as a competitor to the consortium
- it's role should be technical training
- NITI's visibility is not good. As a business leader, I should be aware of the school, but I'm not. The new president should arrange an open house, campus tour, etc., and should make an effort to involve himself in the business community
- NITI should drop its tech status and attempt a more comprehensive curriculum -- that should improve the image
- encourage community college functions but not at expense of vocational-technical education
- needs better media coverage
- role ill-defined
- bad location - no identity until new campus
- no association (new to the area) didn't learn it existed until 2 or 3 years ago
- the tech program is very important
- faculty on tech side seems unruly, while sec/business side appears more professional
- not viewed as top-notch technical!
- all tech institutes suffer from the second class image
- Ken Vander Berg has been helpful and service oriented in providing HF 623 information
- Calmar and Peosta should be divided-confusion in reaching certain people
- high visibility (in 18 years nothing bad)
- may need more emphasis on professionalism in (on) jobs
- looks good when I pass by
- Dave Turner's approach is good - he appears willing to adjust his program to meet the needs of business/industry
- There's a void in this area that only a community college could fill

3. Major employer views on Community College Status

STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Overall Rating
66. A community college would be the first choice for a number of your employees.	3 18.8%	7 43.8%	3 18.8%	1 6.3%	2 12.5%	3.50 Uncertain
67. Your employees would go to a community college if they could not go to a college of their choice.	3 18.8%	9 56.3%	3 18.8%	1 6.3%	0 .0%	3.88 Agree
68. The rising admissions standards at the state universities make it important our employees to have a community college in the area.	1 12.5%	4 50.0%	1 12.5%	1 12.5%	1 12.5%	3.38 Uncertain
69. Our part-time employees would go to a community college if they could not get a full-time job.	1 7.7%	6 46.2%	3 23.1%	1 7.7%	2 15.4%	3.23 Uncertain
70. People would go to a community college because they could get a part-time job and have enough money to pay for their education.	1 7.1%	8 57.1%	2 14.3%	1 7.1%	2 14.3%	3.36 Uncertain
71. People would go part-time to a community college and could also work full-time.	2 15.4%	8 61.5%	1 7.7%	2 15.4%	0 .0%	3.77 Agree
72. People in this area would not go to a community college.	2 20.0%	0 .0%	0 .0%	1 10.0%	7 70.0%	1.90 Disagree
73. Because of tougher academic standards at the universities, it is important to let students have assistance in study skills and a second chance at a college education.	1 12.5%	6 75.0%	1 12.5%	0 .0%	0 .0%	4 Agree
74. People would go to a community college because it is within driving distance of home.	2 66.7%	1 33.3%	0 .0%	0 .0%	0 .0%	6 Strongly Agree
75. People would go to a community college because it is the least expensive way to get a college education.	0 .0%	3 75.0%	1 25.0%	0 .0%	0 .0%	3.75 Agree
76. There are plenty of opportunities for anyone who wants a college education in this area.	4 25.0%	4 25.0%	0 .0%	7 43.8%	1 6.3%	3.19 Uncertain

4. Summary

Results of the major employer interviews confirm those found in the rest of the Area Business Survey. Business, management, office, computer, and engineering subjects predominated the list of future training needs. Emphasis was also given to the importance of non-technical skills, such as communication, literacy, interpersonal relations, and supervisory skills. NITI graduates were lauded for their technical skills, although these employers wished for more human relations training, on-the-job experience, and supervisory training.

Those major employers who had experience with the college had positive comments about the educational programs and about the individuals serving as liaisons to business and industry. Many, however, felt that the college did not publicize its offerings well. Several mentioned that NITI, in their view, should become a community college. Yet, several others viewed NITI as a direct competitor to the consortium of independent colleges and universities in the Dubuque area.

Y. Summary and Conclusions on the Area Business Survey

Two hundred seventeen responses were received from the 965 establishments sent the Area Business Survey. Given that slightly less than half claimed that they had little or no contact with NITI (41.3%), the response rate was not atypical of mail surveys of populations with low vested interest in the subject of the questionnaire. The purpose of the questionnaire was to gather information on the education and training needs of area business people, their attitude toward the use of NITI programs and services, and their opinion regarding the prospect of NITI changing its mission to that of a community college.

Approximately one-third of area businesses (35.5%) have difficulty finding qualified employees within the area. Slightly less than half (43.8%) reported having to look for some personnel in other than the immediate community within which they are located. The types of occupations for which employers had difficulty finding qualified employees corresponded to a large degree with those arts and science and career option subjects in which high school seniors, current NITI students and Alumni had indicated an interest: Accounting, Education, Engineering, Health Care Professions, Sales and Customer Relations, and Secretarial / Clerical.

Approximately one-third of area business people used educational attainment as a stated criteria for advancement and promotions. While many of these recognized continuing education units (CEU's), college credit, GED or high school completion, and postsecondary vocational certificates, fewer employers recognized the associate degree as a mark of educational achievement. Also, employers were less willing to support an employee's study toward an associate degree. It was concluded that greater effort needs to be made to explain and advance the value of the associate degree to area business people. As the American Association for Community and Junior Colleges has found nationally, employers frequently fail to give recognition for completion of the associate degree, even though it may entail greater levels of education than a vocational certificate.

The results of this survey, like the preceding surveys, suggested that sizable proportions of the population have limited contact with and knowledge of NITI programs and services. College public relations officers and those working with business and industry need to make greater effort to explain the range of services provided by the college and to promote greater understanding of the opportunities it offers. Those area business reporting familiarity with or use of NITI programs indicated a high degree of satisfaction. If that familiarity with programs and services was extended to a greater proportion of area businesses, the utilization of and support for NITI probably would also rise.

Respondents to the Area Business Survey indicated a preference for time, day, and location of classes and training sessions provided by NITI. Area business people prefer classes offered on campus. Roughly equal preference was given to classes during the day and evening. Preferred daytime schedules were Mondays, Tuesdays and Thursdays, starting at 8:00 am or 9:00 am and 5:00 pm. Some interest was also indicated in Saturday morning and Sunday evening classes. Nighttime schedule preferences were for Monday through Thursday classes starting at 7:00 pm.

Respondents who were familiar with NITI (58.7%), gave positive ratings of its contribution to the area. About one-fifth (17.4%) of the respondents felt NITI was "making a serious effort to help us," while 35.3 percent indicated that "what has been done for us has been generally good." Most respondents believed that the area would benefit from a community college. They saw a community college as a haven for those caught in the gap between high school performance and rising admissions requirements and tougher academic standards in the state. They agreed with statements indicating that a community college would be attractive to those who wished to work part-time and attend school, or conversely, those who wished to study part-time and work full-time. They were uncertain as to whether there were ample higher education opportunities in the area.

The results of the Area Business Survey support the conclusion that greater contact and information is needed between NITI and its constituents. Also, certain subjects and programs should be considered for inclusion in the curriculum, based on the findings of this Survey and the High School, Current Student, and Alumni Surveys. These subjects are career option and applied science subjects. The need for community college status is indicated in the type of employees recruited from outside the area, the subjects desired, and the opinions rendered by area business people.

VI. NITI Program Advisory Committee Survey

A. Introduction

The members of 33 vocational program advisory committees at Northeast Iowa Technical Institute were surveyed. These committees are comprised of business people, labor leaders, professional people, governmental officials and others who have been asked to provide advice and counsel to a particular vocational or technical education program. Normally, faculty associated with the particular program serve in an ex officio capacity on these committees. As such, these advisory committees constitute yet another cross-section of the business, labor, agricultural and professional groups and associations which NITI serves. The Advisory Committee Survey solicited views from individuals who were outside the institution, whose endeavors and enterprises were served by NITI, and who, unlike the Area Business Survey, were likely to know something about the operation of NITI by virtue of their position on an Advisory Committee.

The NITI Advisory Committee Survey was mailed to Area business people at the same time as the Area Household Survey, the NITI Alumni Survey and the Area Businesses Survey. Press releases to area newspapers and radio stations preceded mailing of the survey in order to alert residents to the purpose of the NITI Needs Assessment Study and to encourage them to complete the questionnaire. Each questionnaire was accompanied by a letter from the Superintendent/President, again explaining the purpose of the Study, assuring individuals of the confidentiality of their responses and urging them to complete and return the questionnaire. Also enclosed was a post-paid envelope addressed to Iowa State University.

There were 327 surveys initially mailed to the Advisory Committee members in May 1987; a follow-up mailing to non-respondents was made in June 1987. The mailing included a survey and a letter explaining how to complete and return the survey. There 217 usable completed surveys were returned and included in the statistical analysis; this represented a return rate of 66.4 percent. Tables VI-1a/b present a statistical profile of the respondents to the NITI Advisory Committee Survey.

B. Table VI-1a. Profile of Advisory Committee members

Profile of Advisory Committee	Number	Percent
Sex of respondents		
Male	146	67.3%
Female	66	30.4%
No response	5	2.3%
Total	217	100.0%
Age of individuals in respondents household		
1 Under 18 years old	227	35.5%
2 18-22 years old	42	6.6%
3 23-25 years old	25	3.9%
4 26-35 years old	125	19.6%
5 36-45 years old	106	16.6%
6 Over 45 years old	114	17.8%
Total	639	100.0%
Average age: 23-25 years old		

Racial / ethnic background of respondents:

Afro-American	0	.0%
American Indian	0	.0%
Asian American	1	.5%
Caucasian American/White	209	96.3%
Hispanic American	4	1.8%
Other	0	.0%
No response	3	1.4%
Total	217	100.0%

Own or rent home:

Rent	34	15.7%
Own	180	82.9%
No response	3	1.4%

What are the number and ages of the persons currently living in your household?

Number of people in your household:

1	21	9.7%
2	52	24.0%
3	41	18.9%
4	50	23.0%
5	32	14.7%
6	4	1.8%
7	1	.5%
no response	16	7.4%
Total	217	100.0%

C. Table VI-1b. Educational level & occupations

What is the educational level of the men and women in your household?

	MEN		WOMEN	
	Number	Percent	Number	Percent
No response	20		45	
Doctorate	6	3.0%	1	.6%
Masters degree	24	12.2%	15	8.7%
Bachelors degree	45	22.8%	38	22.1%
Less than 4 years of college	28	14.2%	27	15.7%
Less than 2 years of college	37	18.8%	30	17.4%
High school graduate	54	27.4%	60	34.9%
Up to 9th grade	3	1.5%	1	.6%
Up to 6th grade	0	.0%	0	.0%
Total	217	100.0%	217	100.0%

What are your occupations?

General business	124	68.5%	118	62.8%
Health related	13	7.2%	31	16.5%
Education	13	7.2%	31	16.5%
Agriculture	20	11.0%	0	.0%
Social / public service	3	1.7%	8	4.3%
Retired	8	4.4%	0	.0%
Total	181	100.0%	188	100.0%

D. Advisory Committee Profile

The Advisory Committee responses indicated that about two-thirds of the respondents were men (67.28%). The committee is almost all Caucasian American/White (96.31%). Over eighty percent of the respondents of the own their home (82.95%). In response to a question about educational levels of the committee members and their spouses or companion, the 251 respondents (57.91%) reported they had some education beyond high school.

The Advisory Committee members were asked to indicate their occupation and the occupation of their spouse or household companion. The responses to this question were grouped into six categories. These categories are based on the occupation classification system used by the United States Census Bureau. Forty-six women who identified themselves as a housewife or homemaker and eight men who identified themselves as being retired are not in the table. In the managerial/professional classification, twenty-five (34.72%) women were involved in health care mostly as nurses and thirty-one women (43.05%) were involved in education mostly as teachers. Therefore, 56 women (77.78%) of the seventy-two in this classification were primarily teachers and nurses. About one-third of the men in this classification (31.8%) identified themselves as administrators, managers, executives, and owners of businesses. The remainder of the men were evenly divided among the occupations in banking/finance/accounting, education, engineering, and health care.

The sales/technical category for women included 18 women (42.86%) who indicated their occupation to be secretarial/clerical employment. Sales was identified as the occupation of nine (32.14%) of the men included in this category. Cosmetology/hairdressing was the most widely reported occupation of women in the service category. Eleven women (55.00%) reported they were employment in this category. 80% of the men in this category indicated they were employed as custodians and maintenance workers, and as police and private security personnel. In the precision products/crafts category, auto mechanics comprised about one-third of the occupations (31.25%) listed by the male respondents. The remainder are employed in crafts such as carpentry, welding, plumbing, and blacksmithing. There were 10 men (55.56%) who identified themselves as farmers in the farming, mining, and forestry classification. The others worked in farm related businesses such grain and feed sales and farm implement sales.

In response to a question about "the number and ages of the persons currently living in your household," a large majority of the respondents (90.33%) reported between one and five people living in their households. Over half of the households (56.68%) have between three and five people in their households. The average size of the household was about three people/household (2.94). The largest number of people in the households were under 18 (35.52%). In general these responses indicate the Advisory Committee are part of two parent families with one or two children and a small percentage (9.68%) live in one person households. A profile of the Advisory Committee based on the responses to this part of the survey indicates that they are white male and female homeowners. As group they and their spouses or household companions are well-educated. They are part of two parent families with children.

As Table VI-2 illustrates, nearly two-thirds (62.6%) of the advisory committee members felt that they knew either a great deal or a moderate amount about the programs, curriculum and services of NITI. Another one-third (33.6%) claimed slight knowledge of the institution.

E. Table VI-2. Knowledge of NITI

How knowledgeable do you consider yourself to be in regard to the curriculum, programs, activities and course offerings at NITI?	Number	Percent
Very Knowledgeable	27	12.4%
Moderately Knowledgeable	109	50.2%
Slightly Knowledgeable	73	33.6%
Not at all	4	1.8%
No response	4	1.8%
Total:	217	100.0%

F. Attainment of NITI Philosophy, Mission and Goals

Listed on the Advisory Committee Survey was the NITI Statement of Philosophy, as stated in the current NITI catalog:

> **The philosophy of Northeast Iowa Technical Institute is to serve the people of the community. Since the lives of individuals can be enriched and society can be improved through education, it is the purpose of this institution to provide educational opportunities that allow individuals to develop their interests, understandings, skills, and abilities.**

Respondents to the Survey were then asked to evaluate how well NITI is achieving its philosophy in regard to the programmatic goals of the institution. Table VI-3 presents the advisory committee members evaluation of NITI performance in eight such goals. Overall the Advisory Committee said they were fairly satisfied that NITI is achieving its philosophy in all areas queried. For the most part, the responses from this part of the survey indicate that the Advisory Committee members are satisfied with NITI and think that it should continue with its present programs (58.06%). This perception that NITI should continue its present programs seems to be consistent with responses they made in the subjects needed section of the survey. There they favored vocational technical programs as being subjects that NITI needed to provide in its service to the Merged Area I.

G. Table VI-3. Achievement of the NITI Philosophy

How well is NITI achieving its philosophy in regard to:	Excellent	Satisfactory	Unsatisfactory	Poor	Don't know	Composite Rating
Job entry skills in vocational technical education	61 28.1%	131 60.4%	1 .5%	3 1.4%	21 9.7%	3.28 Satisfactory
Special courses to train/ retrain workers	37 17.1%	115 53.0%	3 1.4%	4 1.8%	58 26.7%	3.16 Satisfactory
High school completion programs for adults	54 24.9%	80 36.9%	2 .9%	0 .0%	81 37.3%	3.38 Satisfactory
Secondary vocational/ technical programs	43 19.8%	119 54.8%	2 .9%	1 .5%	52 24.0%	3.24 Satisfactory
Personal growth and development offerings	34 15.7%	112 51.6%	10 4.6%	1 .5%	60 27.6%	3.14 Satisfactory
Rehabilitation and education to disabled students	19 8.8%	60 27.6%	7 3.2%	0 .0%	131 60.4%	3.14 Satisfactory
Accountability of programs, services, and staff.	43 19.8%	98 45.2%	5 2.3%	3 1.4%	68 31.3%	3.21 Satisfactory
Total number	291	715	30	12	471	3.23
Total percent	19.2%	47.1%	2.0%	.8%	31.0%	Satisfactory
Maximum	19	60	1	0	21	3.14
Minimum	61	131	10	4	131	3.38
Average	41.6	102.1	4.3	1.7	67.3	3.22
Standard deviation	13.7	24.7	3.3	1.6	33.6	.09

H. Fields of Study Needed

The Advisory Committee members were asked to select up to ten fields especially needed by those in the area served by NITI. A list of 126 programs and subjects was provided on the survey. That list contained the same current NITI programs, B.S./B.A. subjects and Career Option programs that appeared on Lists 1, 2 and 3 on the High School Senior Survey, the NITI Current Student Survey and the NITI Alumni Survey. The compilation of their choices is presented in Table VI-4.

The respondents indicated that business-related subjects are the most needed fields (18.89%) in the area served by NITI. This is indicated by a composite of the following fields: accounting specialist (2.03), agri-business technology (2.21%), bookkeeping/accounting (3.82%), business and management (2.35%), business computer programming (1.75%), general business banking (1.01%), sales/marketing management (1.06%), secretarial (2.26%), office management (1.06%), and clerical (1.34%). Fields that are related to technical skills also were requested. A composite of the responses for the fields of carpentry, auto mechanics, auto body repair, auto technology, electronic technology, industrial electrician, heating/air conditioning (1.57%), and welding is 17.01% of the responses. Computer-related fields (12.00%) and health-related fields (7.09%) were selected by a significant number of respondents. Child care management (1.11%) and farm implement management (2.12%) were individual fields that attracted some interest. Fields typically identified with the sciences and humanities such as biology, chemistry, history, and mathematics were not identified as important fields that are needed to be served in this area. However, it should be noted that respondents were asked to indicate major fields of study, not individual courses necessary to prepare an individual for that field of study. For example, although only 6 choices were made for Biology (0.3%), the results should not be interpreted to indicate that biology should be overlooked as a necessary part of the curriculum in health occupations, such as the Associate Degree Nursing (3.29%), Health Professions (1.13%) or Licensed Practical Nursing (1.85%) curriculum.

The responses to this part of the survey indicate that the Advisory Committee perceives that the needs of the area are primarily vocational and technical occupations and that NITI should focus on courses that meet those needs. The fields that do not lead to a specific occupation were not perceived as being needed in the area served by NITI. However, applied science bachelors degree subject of Computer and Information Science and the Career Option program of Business and Management were indicated as needed fields of study. These results suggest that the Advisory Committee is largely satisfied with the majority of NITI's program offering. They do feel that current programs in business and computer-related fields should be enhanced to Career Option status and articulated with four-year curricula. Given an average of 15 votes by Advisory Committee members for any one subject or program listed, and with a standard deviation of 16 choices about the mean, 18 program / subject areas were selected as high demand items. Together they represented 43 percent of all choices; they are presented in Table VI-5.

I. Table VI-4. Fields of Study Needed

Subjects / Programs	Number	Percent
Accounting specialist	44	2.26%
Accrual Accounting for City & County Governments	3	.15%
Administrative Assistant	13	.67%
Advertising/Merchandising	15	.77%
Agri-Business Technology	48	2.47%
Anthropology	1	.05%
Applied design	4	.21%
Associate Degree Nursing	64	3.29%

Auto Body Repair	41	2.11%
Auto Mechanics	67	3.44%
Auto Technology	25	1.28%
Aviation / airport management	5	.26%
Biology	6	.31%
Blue Print Reading	16	.82%
Boiler Room Operation and Maintenance	9	.46%
Bookkeeping/Accounting	83	4.26%
Business and management	51	2.62%
Business Computer Programming	38	1.95%
Business data processing	15	.77%
Carpentry	51	2.62%
Chemistry	2	.10%
Child care management	24	1.23%
Clerical	29	1.49%
Clerical receptionist	10	.51%
Commercial art	5	.26%
Commercial/Residential Electrician	21	1.08%
Communications media technology	6	.31%
Community corrections	1	.05%
Community services	3	.15%
Computer and Information Sciences	34	1.75%
Computer Assisted Design	28	1.44%
Computer in Auto Diagnosis	6	.31%
Computer Operation and Programming	56	2.88%
Computer-aided drafting and design	19	.98%
Contracted Vocational Education	7	.36%
Cosmetology	31	1.59%
Customer Relations	13	.67%
Dental Assisting	32	1.64%
Dairy Herd Management	28	1.44%
Diesel Mechanics	26	1.34%
Dramatic arts	1	.05%
Dye Design	3	.15%
Early Childhood	17	.87%
Economics	7	.36%
Education	11	.56%
Educational assisting & training	5	.26%
Electronic Assembly	5	.26%
Electronic Motor Control	6	.31%
Electronic Repair	11	.56%
Electronic Technology	26	1.34%
Engineering	23	1.18%
English	9	.46%
Environmental control technology	5	.26%
Environmental Technology	6	.31%
Farm implement management	46	2.36%
Fire control and safety	6	.31%
Foreign Languages	5	.26%
General business	28	1.44%
General business banking	12	.62%
General machinist	22	1.13%
General merchandise	1	.05%
Geography	1	.05%

Geometric Tolerating and Dimensioning	7	.36%
Handicapped services	12	.62%
Health care administration	14	.72%
Health professions	22	1.13%
Heating / Air conditioning	34	1.75%
History	2	.10%
Home economics	4	.21%
Horticulture	4	.21%
Human Relations	6	.31%
Human services	5	.26%
Human services technician	4	.21%
Industrial electrician	26	1.34%
Industrial Hydraulics	3	.15%
Information processing technician	4	.21%
International marketing	1	.05%
Iowa Criminal and Juvenile Justice training	11	.56%
Journalism	6	.31%
Labor/industrial relations	11	.56%
Law Enforcement	17	.87%
Legal assisting	9	.46%
Legal secretarial	14	.72%
Licensed practical nursing	36	1.85%
Literature	1	.05%
Machine Operator	11	.56%
Management development	13	.67%
Management/Supervision	18	.92%
Marketing	14	.72%
Marketing management	11	.56%
Mathematics	8	.41%
Mechanical technology	11	.56%
Medical secretarial	14	.72%
Mine Safety Health Retraining	0	.00%
Multi Media First Aid and CPR	15	.77%
Music	3	.15%
Office specialist	23	1.18%
Philosophy	1	.05%
Physics	1	.05%
Plastic Mold Design	6	.31%
Political science	1	.05%
Prelaw	10	.51%
Programming Motors Control	4	.21%
Psychology	6	.31%
Radio television broadcasting	15	.77%
Radiologic technology	10	.51%
Real estate	9	.46%
Recreation enterprises management	1	.05%
Rehabilitation services	6	.31%
Renewable natural resources	4	.21%
Respiratory therapy technician	15	.77%
Retail sales merchandising	8	.41%
Safety Management of Hazardous Material	14	.72%
Sales / marketing management	23	1.18%
Secretarial	49	2.52%
Sociology	4	.21%

Statistical Process Control	2	.10%
Statistics	3	.15%
Time Management	11	.56%
Tool design	16	.82%
Transportation management	1	.05%
Use of Computer in Accounting	21	1.08%
Wastewater Management	5	.26%
Welding	33	1.69%
Word processing	28	1.44%
Writing	10	.51%
Total	1947	100.0%
Minimum	0	.0%
Maximum	83	4.3%
Average	15.5	.8%
Standard deviation	15.6	.8%

J. Table VI-5. High demand programs / subjects

Subjects / Programs	Number	Percent
NITI PROGRAMS		
Accounting specialist	44	2.26%
Agri-Business Technology	48	2.47%
Associate Degree Nursing	64	3.29%
Auto Body Repair	41	2.11%
Auto Mechanics	67	3.44%
Bookkeeping/Accounting	83	4.26%
Business Computer Programming	38	1.95%
Carpentry	51	2.62%
Computer Operation and Programming	56	2.88%
Cosmetology	31	1.59%
Dental Assisting	32	1.64%
Farm implement management	46	2.36%
Heating / Air conditioning	34	1.75%
Licensed practical nursing	36	1.85%
Secretarial	49	2.52%
Welding	33	1.69%
Sub-total	753	38.7%
B.A/B.S. Subject Area		
Computer and Information Sciences	34	1.75%
Career Option programs		
Business and management	51	2.62%
Total	838	43.0%

K. Programs and services offered in local communities

NITI offers programs, courses and services to individuals, employers, professionals, and community groups in most communities within Merged Area I. The majority of advisory committee members thought this practice was worthwhile and should be continued. Over thirty percent of the respondents (31.34%) felt NITI should expand their services and only a small number suggested that NITI either cutback (1.84%) or eliminate (2.30%) programs. Only a small percentage of NITI Advisory Committee members (13.36%) have attended classes at a local high school. Perhaps the support for adult and continuing education would have been greater if advisory committee members were sought out as participants in local courses, programs and activities.

In response to a question about the need for student housing next to campus, less than half of the advisory committee members (45.4%) believed that there is a "great" or "moderate" need for housing at both the Peosta and Calmar campuses. More committee members felt there was a moderate need for housing (37.10%) than those who felt there was a great need for housing (8.29%). They feel the need is somewhat greater at the Calmar (49.31%) campus than the Peosta campus (41.47%). These findings correspond to those of the other surveys.

Advisory committee members feel that the major emphasis in curriculum development should be on strengthening and expanding existing programs, including Accounting Specialist, Agri-Business Technology, Associate Degree Nursing, Auto Body Repair, Auto Mechanics, Bookkeeping/Accounting, Business Computer Programming, Carpentry, Computer Operation and Programming, Cosmetology, Dental Assisting, Farm Implement Management, Heating / Air Conditioning, Licensed Practical Nursing, Secretarial, and Welding. They also recommend that a transferable program in Computer and Information Sciences be developed, and a Career Option program in Business and Management be provided. These are natural extensions of the computing and business sections of the NITI curriculum.

L. Table VI-6. NITI Programs and Services Off-campus

NITI offers courses in local communities. What is your opinion of this practice?	Number	Percent
Expand	68	31.3%
Continue	126	58.1%
Cutback	4	1.8%
Eliminate	5	2.3%
Don't know	14	6.5%
Total	217	100.0%

Have you taken a NITI course at a local high school?	Number	Percent
Yes	29	13.4%
No	182	83.9%
No response	6	2.8%
Total	217	100.0%

M. Table VI-7. Need for housing near NITI campuses

For full-time students, how great is the need for housing adjacent to NITI campuses?	Great need		Moderate		No need		No response	
	Num	%	Num	%	Num	%	Num	%
Peosta	17	7.8%	73	33.6%	48	22.1%	79	36.4%
Calmar	19	8.8%	88	40.6%	29	13.4%	81	37.3%
Total	36	8.3%	161	37.1%	77	17.7%	160	36.9%

N. Quality of Services and Facilities

This section of the Advisory Committee Survey asked those committee members who had enrolled in NITI courses or had immediate family member who enrolled in a course, to respond to a series of statements about NITI's services and facilities. Table VI-8 presents the results of those questions. The respondents generally believe that NITI's facilities and services are good. A statement about the quality of the NITI classroom's received responses from 93.2% of the committee members who either agreed or strongly agreed with the statement (Composite rating = 4.31). The respondents (83.7%) agreed or strongly agreed with a statement about that students feel safe at the NITI campuses (Composite rating = 4.22). Almost all of the respondents (97.8%) agreed or strongly agreed that the general condition of the campus is good (Composite rating = 4.48). Eighty-four percent (83.7%) of the respondents agreed or strongly agreed with a statement that said that the college's staff are interested in students as individuals (Composite rating = 4.08).

Advisory committee members are less certain that instructors are evaluated regularly and fairly (Composite rating = 3.4). They tended to support less the statement that "NITI provides cultural programs and social activities..." (Composite rating = 3.34). They also were uncertain as to whether students can find housing near the NITI campuses (Composite rating = 3.26); this statement further confirms the findings presented in Table VI-7. Advisory committee members are less certain that adequate health service and health insurance are available to students (Composite rating = 3.34). These findings parallel those reported in the NITI Current Student Survey, where respondents were asked a comparable set of questions.

O. Table VI-8. Quality of NITI Services and Facilities

Quality of NITI Services and Facilities:	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Composite Rating
13. The quality of instruction at NITI is very good.	17 18.9%	55 61.1%	12 13.3%	4 4.4%	2 2.2%	3.90 Agree
14. Advisors are readily available to assist students.	17 19.8%	34 39.5%	25 29.1%	9 10.5%	1 1.2%	3.66 Agree
15. NITI's library is up-to-date and ready to help.	17 20.2%	42 50.0%	25 29.8%	0 .0%	0 .0%	3.90 Agree
16. Students needing special help or assistance can find at NITI.	19 22.4%	44 51.8%	21 24.7%	0 .0%	1 1.2%	3.94 Agree
17. Testing and grading practices are fair at NITI.	17 19.8%	43 50.0%	23 26.7%	2 2.3%	1 1.2%	3.85 Agree
18. Instructors are evaluated regularly and fairly.	10 11.5%	25 28.7%	44 50.6%	6 6.9%	2 2.3%	3.40 Uncertain
19. Potential students receive accurate and helpful information before enrolling.	10 11.5%	49 56.3%	23 26.4%	4 4.6%	1 1.1%	3.72 Agree
20. People generally know about the kinds of financial aid available for students in need.	16 18.6%	33 38.4%	27 31.4%	8 9.3%	2 2.3%	3.62 Agree
21. NITI helps students get jobs.	18 20.0%	40 44.4%	25 27.8%	4 4.4%	3 3.3%	3.73 Agree
22. NITI helps students plan their career.	9 10.5%	46 53.5%	25 29.1%	5 5.8%	1 1.2%	3.66 Agree
23. NITI provides cultural programs and activities to communities in Area I.	5 5.9%	28 32.9%	43 50.6%	9 10.6%	0 .0%	3.34 Uncertain
24. Classroom facilities are very good.	35 39.8%	47 53.4%	4 4.5%	2 2.3%	0 .0%	4.31 Agree
25. Laboratories use up-to-date equipment for students to use and learn with.	20 23.3%	48 55.8%	13 15.1%	4 4.7%	1 1.2%	3.95 Agree
26. Students who do not live near Peosta or Calmar can easily find housing near campus.	7 8.1%	21 24.4%	47 54.7%	9 10.5%	2 2.3%	3.26 Uncertain
27. Students feel safe on campus during days, evenings, and weekends.	33 38.4%	39 45.3%	14 16.3%	0 .0%	0 .0%	4.22 Agree
28. Adequate parking is available.	30 33.7%	39 43.8%	12 13.5%	6 6.7%	2 2.2%	4.00 Agree
29. Adequate food service is available to on campus.	26 29.5%	44 50.0%	18 20.5%	0 .0%	0 .0%	4.09 Agree
30. Adequate health service and health insurance are available to NITI students.	5 5.9%	20 23.5%	59 69.4%	1 1.2%	0 .0%	3.34 Uncertain
31. The general condition of campus buildings and grounds is good.	45 50.6%	42 47.2%	2 2.2%	0 .0%	0 .0%	4.48 Agree
32. Staff of the college are interested in students as individuals.	25 28.7%	48 55.2%	10 11.5%	4 4.6%	0 .0%	4.08 Agree
Total number	381	787	472	77	19	3.83
Total percent	21.9%	45.3%	27.2%	4.4%	1.1%	Agree
Minimum	5	20	2	0	0	3.3
Maximum	45	55	59	9	3	4.5
Average	19.1	39.4	23.6	3.9	1.0	3.8
Standard deviation	10.7	9.7	14.8	3.2	.9	.3

P. Advisory Committee Views of Community College Status

Table VI-9 reports the Advisory Committee members perceptions about community college status. It seems that the committee members have generally positive views about community college status. About ninety percent of the respondents (89.7%) agreed or strongly agreed that people in the community would attend a community college if it was within driving distance. In response to a statement about whether or not a community college would be the first choice for number people, nearly seventy-five percent (76.00%) agreed or strongly agreed with the statement. A large number of respondents (78.9%) agreed or strongly agreed with a statement that people would attend a community college if they could not attend the college of their choice. The committee members had a positive view of the community college's flexibility which allows students to enroll in higher education on a part-time or full-time basis and also be able to work full-time or part-time. Nearly two-thirds (68.1%) of the respondents felt community colleges would be least expensive way to obtain higher education.

This positive view of community college status is further supported by the committee members by their response to the statements that people would not go to community college and there are plenty of opportunities for anyone who wants higher education in this area. The former statement had nearly eighty percent of the respondents (78.4%) disagree or strongly disagree with the statement. The response to the latter statement indicated that the committee members seem to be uncertain about the opportunities for higher education in the area.

When the positive expressions about community college status are examined in light of the advisory committee recommendations for needed courses and programs, it is clear that, while Advisory Committee members think community college status would be beneficial to NITI students, they believe the curriculum should maintain and build upon its vocational technical focus. Particularly, advisory committee members thought that certain existing programs areas should be expanded or strengthened, while Career Option programs and courses that are transferable to a baccalaureate program in computer science and in business should be developed. The committee members responses in these latter two sections suggest that they were mainly satisfied with the vocational-technical orientation of the college. This may also indicate that the Advisory Committee members are not aware of the general education changes that may be required should NITI change its status to that of a community college.

STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Overall Rating
33. A community college would be the first choice for a number of people.	78 36.8%	83 39.2%	34 16.0%	12 5.7%	5 2.4%	4.02 Agree
34. People would go to a community college if they could not go to the college of their choice.	57 26.8%	111 52.1%	29 13.6%	14 6.6%	2 .9%	3.97 Agree
35. The rising admissions standards at the state universities make it important to have a community college in the area.	50 23.6%	77 36.3%	51 24.1%	26 12.3%	8 3.8%	3.64 Agree
36. People in this area would go to a community college if they could not get a full-time job.	22 10.3%	90 42.3%	79 37.1%	19 8.9%	3 1.4%	3.51 Agree
37. People would go to a community college because they could get a part-time job and have enough money to pay for their education.	32 15.0%	115 54.0%	50 23.5%	12 5.6%	4 1.9%	3.75 Agree
38. People would go part-time to a community col-college and could also work full-time.	49 23.0%	117 54.9%	36 16.9%	10 4.7%	1 .5%	3.95 Agree
39. People in this area would not go to a community college.	1 .5%	10 4.7%	35 16.4%	83 39.0%	84 39.4%	1.88 Disagree
40. Because of tougher academic standards at the universities, it is important to let students have assistance in study skills and a second chance at a college education.	50 23.6%	116 54.7%	24 11.3%	18 8.5%	4 1.9%	3.90 Agree
41. People would go to a community college because it is within driving distance of home.	50 23.5%	141 66.2%	12 5.6%	10 4.7%	0 .0%	4.46 Agree
42. People would go to a community college because it is the least expensive way to get a college education.	40 18.8%	105 49.3%	45 21.1%	20 9.4%	3 1.4%	3.75 Agree
43. There are plenty of opportunities for anyone who wants a college education in this area.	36 17.0%	75 35.4%	36 17.0%	53 25.0%	12 5.7%	3.33 Uncertain

R. Summary & Conclusions from Advisory Committee Survey

The members of thirty-three NITI program advisory committees were surveyed. These are citizens of Merged Area I who have been selected for their expertise and experience to provide advice and counsel to a specific NITI program. Of the 327 individuals surveyed, 217 provided usable responses; this represented a 66.4% response rate for the NITI Advisory Committee Survey.

While two-thirds of NITI students and alumni are female, two-thirds of the program advisory committee members are male (67.3%). The majority of advisory committee members own their home and have 3 to 5 persons in their household. This suggests that advisory committee members should regularly receive both general college and specific program information across the NITI curriculum --

not only to assist them in better understanding of the institution they are advising -- but also because their households are potential sources of future NITI students. These are individuals who have a generally positive view on NITI programs and services, a large majority of whom report a moderate to great knowledge of NITI programs and services, yet no more than 13 percent of whom report having enrolled in a course.

Two-thirds (62.6%) of the advisory committee members thought they knew about NITI programs and services, and their opinions of that program / service mix were largely favorable. Advisory committee members felt that NITI was achieving its philosophy in regard to six institutional goals, as well as in relation to accountability of programs, services and staff. Respondents recommended the continuance of offering courses in local communities (89.4%), although only thirteen percent (13.4%) reported that they personally had ever enrolled in these courses. As in the other surveys, the findings of the Advisory Committee Survey suggest that more needs to be done to arrange for and publicize student housing adjacent to the campuses; this need was seen to be slightly strongly at the Calmar campus.

In the view of the advisory committee members, NITI facilities and services are quite good. They feel particularly positive about the quality of the classroom facilities (93.2%), that the students feel safe on the NITI campuses (83.7%), and that the general condition of the physical plant was good (97.8%). Eighty-four percent (83.7%) think that NITI's faculty are genuinely concerned with students as individuals. Respondents to the Advisory Committee Survey are less certain that instructors are evaluated regularly and fairly, and whether the health service and student health insurance programs are full satisfactory.

The clear majority of advisory committee members think there is a need for a community college in Merged Area I. Seventy-six percent (76.0%) agreed that a community college would be the college of first choice among a number of people. Less, but still nearly two-thirds (63.1%), thought it would be a place for those who were not able to go to the college of their choice. Advisory committee members thought that rising admissions standards (59.9%) and tougher academic requirements (88.3%) at the universities made a community college in Merged Area I valuable. While half (52.6%) thought a community college would be attractive to the unemployed, sixty-nine percent (69.0%) thought that a community college would be beneficial for those who needed a part-time job to support the costs of going to college, and seventy-eight (77.9%) thought that a community college would be the choice of those who wished to work full-time and attend school part-time. Respondents were uncertain as to whether there are sufficient opportunities in the area for those who want to go to college, and seventy-eight percent (78.4%) disagreed with the statement that people in the area would not go to a community college. Advisory committee members appear to recommend a community college that expands and enhances the existing NITI programs, while providing transferability of coursework in selected subject areas.

VII. Area Householder Survey

A. Introduction

The adult population within the area served by Northeast Iowa Technical Institute are both its students and its patrons. They enroll in credit and non-credit programs and services on the Calmar and Peosta campuses and in community centers throughout the district. They also comprise the voters and taxpayers who shoulder part of the burden in supporting the cost of building and operating NITI.

The wishes, perceptions and intentions of adults, as measured by mail survey questionnaires are important, but less reliable information than that gained from high school students, current students and alumni for a number of reasons. First, they have a less direct, vested interest in the operation of NITI, and therefore fewer individuals tend to respond to mail questionnaires. Secondly, the NITI service area is largely rural, and mail questionnaires have demonstrably less success with rural populations. Thirdly, older age groups tend to respond more vigorously to mail surveys, yet they have been shown to have the least knowledge and perceived stake in a public two-year college of all age groups (Ratcliff, 1977/1978). Results from the Householder Survey demonstrate these limitations. While the findings do provide useful and valuable insights regarding NITI, it should be noted that the reliability of the findings is less than that where 80 to 90 percent of the population polled responded.

Historically important reasons why many adults choose to support public two-year colleges are 1) the ability of students to live at home and attend college, 2) the reduced cost of a local public college, 3) adults' ability to attend school part-time while maintaining employment and an income, 4) adults' opportunity to improve upon academic skills not gained in high school and to have a "second chance" at pursuing a collegiate education, 5) the personal, cultural, social enrichment provided to the community by a college, and 6) the contribution of a college to the economic development of the region.

As in the case of the other surveys used in this investigation, all questions were reviewed and edited, first by the internal NITI Study Team and then by the external NITI Advisory Committee to ensure the appropriateness and fairness of the questions.

A 10 percent random sample (7,992) of all householders in the region was drawn by Donnelly Marketing, Inc., of Nevada, Iowa. Donnelly Marketing maintains householder mailing lists for commercial purposes which include approximately 85 percent of householders in the NITI service area. Donnelly provided Iowa State University with two sets of gummed labels of this sample; from these lists, a code book was maintained to monitor responses to the questionnaires. In April 1987, all persons in the sample group were mailed the Householder Survey. The questionnaire was accompanied by a post-paid return envelope and by a letter from the president/superintendent of NITI explaining the purpose of the study and urging prompt response to the survey. Two weeks later, a second survey was sent to those individuals in the sample group who failed to respond to the first letter and questionnaire. The post-paid return envelopes were addressed to Iowa State University. A cumulative total of 2,570 questionnaires were returned, indicating a response rate of over 32.2 percent.

Analysis of the respondents indicated that while a significantly higher proportion of responses came from urban Dubuque and Decorah, all counties within the NITI service area were sufficiently represented to make generalizations about the district as a whole. Response rates were not sufficient, however, to make meaningful generalizations by county or city. Likewise, analysis of the ages in the respondent households did indicate a larger proportion of those responding were in the over 45 age group; however, sufficient responses were received from those in other age categories to generalize about the population as a whole. The results of the survey, therefore, do contain some weighting toward urban populations and older age groups, but are fairly representative of the NITI district householder. A profile of the ages of people living within the responding is reported in Table VII-1.

B. Table VII-1. Ages of persons living in household

What are the ages of persons currently living in your household?	NUMBER	PERCENT
0 to 17 years	2096	32.9%
18 to 22 years	462	7.3%
23 to 25 years	224	3.5%
26 to 35 years	1006	15.8%
36 to 45 years	864	13.6%
46 years and older	1718	27.0%
TOTAL	6370	100.0%

C. Profile of respondents

Respondents to the survey, like the population within the NITI service area, are overwhelmingly white (96.8%); 1.5% of the respondents were Hispanic and .9% were Asian American, paralleling population statistics for the area. Educational levels of respondents are comparable to the population as a whole, as demonstrated in Table VII-2b; most respondents provided the educational level of both the man and women of a household, where applicable. Therefore, gender of the person completing the questionnaire was identified in a subsequent question. Gender of the respondents also paralleled the demographics of the region (See Table VII-2c).

Table VII-2d shows that over 80% of respondents (1,942) owned their own residence. This finding is particularly significant because homeowners are subject to real estate property tax used to support NITI operations and may vote to impose additional levies to support building programs at NITI. A substantial majority of respondents are real estate taxpayers of the NITI district. The findings of the Area Household Survey should reflect the views of voters within the area.

D. Table VII-2a. Race / ethnicity of respondents

What is your racial / ethnic group?	NUMBER	PERCENT
No response / other	240	
Hispanic	36	1.5%
Caucasian American / White	2256	96.8%
Asian American	20	.9%
American Indian	8	.3%
Afro American / Black	10	.4%
TOTAL	2570	100.0%

E. Table VII-2b. Educational level of respondents

	MEN		WOMEN	
What is your educational level?	Number	Percent	Number	Percent
No response	610		550	
Doctorate	60	3.1%	6	.3%
Masters degree	104	5.3%	76	3.8%
Bachelors degree	268	13.7%	314	15.5%
Less than 4 years of college	138	7.0%	210	10.4%
Less than 2 years of college	252	12.9%	336	16.6%
High school graduate	862	44.0%	920	45.5%
Up to 9th grade	242	12.3%	148	7.3%
Up to 6th grade	34	1.7%	10	.5%
TOTAL	2570	100.0%	2570	100.0%

F. Table VII-2c. Gender of respondents

Are you male or female?	NUMBER	PERCENT
No response	204	
Female	1120	47.3%
Male	1246	52.7%
TOTAL	2570	100.0%

G. Table VII-2d. Household ownership among respondents

Do you rent or own your residence?	NUMBER	PERCENT
No response	170	
Own	1942	80.9%
Rent	458	19.1%
TOTAL	2570	100.0%

H. Profile of the household

Table VII-3 shows that approximately half of the respondents have more than 2 persons in their household. Participation in adult and community education courses, programs and services is related to the number of persons in the household, since competition for transportation (i.e., two cars and three drivers) and the demands of family often conflict with individuals desire to participate in educational opportunities (Ratcliff, 1978).

I. Table VII-3. Number of persons within household

What is the number of persons currently living in your household?	NUMBER	PERCENT
No response	158	6.1%
1 person	356	13.9%
2 people	828	32.2%
3 people	430	16.7%
4 people	418	16.3%
5 people	238	9.3%
6 people	104	4.0%
7 people	20	.8%
8 people	8	.3%
9 people	0	.0%
10 or more people	10	.4%
TOTAL	2570	100.0%

J. Householder knowledge of NITI programs & services

Similar to the respondents to the other surveys of this study, if Area Householders had some familiarity with NITI courses, programs and services, they rated them highly. However, as Table VII-4a demonstrates, nearly one in five area residents (17.5%) claimed to have no knowledge of NITI programs, services and activities. Nearly half (47.7%) said that they only had "slight" knowledge of NITI offerings. As with other constituents of Merged Area I, there seems to be an inadequate information about the current mix of NITI programs and services. Some specific areas where more information is needed are identified in Table VII-4b.

K. Table VII-4a. Knowledge of NITI programs & services

How knowledgeable are you of NITI curriculum, programs & activities?	NUMBER	PERCENT
No response	64	
Not at all	438	17.5%
Slightly	1196	47.7%
Moderately	784	31.3%
Very	88	3.5%
TOTAL	2570	100.0%

L. Attainment of NITI Philosophy, Mission and Goals

As was the case on the Advisory Committee Survey, the Area Household Survey included the NITI Statement of Philosophy, as stated in the current NITI catalog. Respondents to the Survey were asked to evaluate how well NITI is achieving its philosophy in regard to the programmatic goals of the institution. Table VI-4b presents the Area Householder evaluation of NITI performance in eight such goals.

Overall the Area Householders said they were fairly satisfied that NITI is achieving its philosophy in the areas queried. For the most part, the responses from this part of the survey indicated that the Area Householders are satisfied with NITI and its present programs (47.7%). The respondents were most familiar with NITI's role in providing job entry skills in vocational / technical education; for this, respondents gave a 59.9 percent combined rating of "excellent" or "satisfactory." Over half of the respondents were familiar with NITI's role in providing for the training and retraining of workers in the area, and for this, they gave a combined 52.3 percent approval rating. Likewise, over half knew of the high school completion and GED programs of NITI, 54.5 percent of the respondents felt that the performance of this function was "satisfactory" or "excellent". NITI's personal growth and development courses offered through Adult and Continuing Education were less familiar to these Area residents; 50.4 percent were not aware of these services, as such. The lack of knowledge of NITI's commitment to and provision of services for disabled students was least known among those listed (68.3%). This important contribution of postsecondary education for students with disabilities -- a legislative mandate for Iowa Area Colleges -- was apparently little known in Merged Area I (68.3% marked "don't know").

M. Table VII-4b. Achievement of the NITI Philosophy

How well is NITI achieving its philosophy in regard to:	Excellent	Satis-factory	Unsatis-factory	Poor	Don't know	Composite Rating
Job entry skills in vocational technical education	380 15.2%	1118 44.7%	26 1.0%	12 .5%	964 38.6%	3.21 Satisfactory
Special courses to train/ retrain workers	270 10.2%	1118 42.3%	66 2.5%	22 .8%	1170 44.2%	3.11 Satisfactory
High school completion programs for adults	462 18.0%	938 36.5%	14 .5%	8 .3%	1148 44.7%	3.30 Satisfactory
Secondary vocational/ technical programs	240 9.3%	1092 42.5%	44 1.7%	22 .9%	1172 45.6%	3.11 Satisfactory
Personal growth and development offerings	180 7.0%	1010 39.3%	68 2.6%	16 .6%	1296 50.4%	Don't Know
Rehabilitation and education to disabled students	142 5.5%	598 23.3%	56 2.2%	16 .6%	1752 68.3%	Don't Know
Accountability of programs, services, and staff.	194 7.5%	844 32.8%	58 2.3%	28 1.1%	1446 56.3%	Don't Know
Total number	1868	6718	332	124	8948	3.14
Total percent	10.4%	37.3%	1.8%	.7%	49.7%	Satisfactory
Maximum	142	598	14	8	964	3.11
Minimum	462	1118	68	28	1752	3.30
Average	266.9	959.7	47.4	17.7	1278.3	3.18
Standard deviation	115.5	189.2	20.6	6.8	255.5	.09

N. Fields of Study Needed

The Area Householders were asked to select up to ten fields especially needed by those in the area served by NITI. A list of 126 programs and subjects was provided on the survey; the same list appeared on the NITI Advisory Committee Survey. Furthermore, that list contained the same current NITI programs, B.S./B.A. subjects and Career Option programs that appeared on Lists

1, 2 and 3 on the High School Senior Survey, the NITI Current Student Survey and the NITI Alumni Survey. The compilation of their choices is presented in Table VII-5a.

The respondents indicated that business-related fields are the most needed fields (19.3%) in the area served by NITI. This is indicated by a composite of the following fields: accounting specialist (2.0%), agri-business technology (3.1%), bookkeeping/accounting (3.9%), business and management (1.9%), business computer programming (2.6%), farm implement management (2.0%), general business (1.8%), and secretarial (2.0%). office management (1.06%), and clerical (1.34%). Fields that are related to vocational and craft skills also were highly requested. A composite of the responses for the fields of auto mechanics (3.8%), auto body repair (1.8%), carpentry (2.4%), and welding (1.6%) is 9.6% of the responses. Computer-related fields (6.0%) and health-related fields (5.7%) were selected by a significant number of respondents. Fields typically identified with the sciences and humanities such as biology, chemistry, history, and mathematics were not identified as major fields of study. Again, it should be cautioned that these findings indicate major fields or subjects of study, not individual courses that are required to adequately prepare an individual in that field.

The responses to this part of the survey do indicate that the Area Householder, like the Advisory Committee member, perceives that the needs of the area are primarily vocational and technical occupations and that NITI should focus on courses that meet those needs. The fields that do not lead to a specific occupation were not perceived as being needed in the area served by NITI. However, the Career Option programs of Business and Management (1.9%) and General Business (1.8%) were indicated as needed fields of study. These results suggest that the Area Householder is largely satisfied with the majority of

NITI's program offering. They do feel that current programs in business and computer-related fields should be enhanced to Career Option status and articulated with four-year curricula. Given an average of 173 votes by Area Householders for any one subject or program listed, and with a standard deviation of 168 choices about the mean, 15 program / subject areas were selected as high demand items. Together they represented 37.9 percent of all choices; they are presented in Table VII-5b.

D. Table VII-5a. Fields of Study Needed

Subjects / Programs	Number	Percent
Accounting specialist	444	2.0%
Accrual Accounting for City & County Governments	112	.5%
Administrative Assistant	106	.5%
Advertising/Merchandising	138	.6%
Agri-Business Technology	668	3.1%
Anthropology	22	.1%
Applied design	38	.2%
Associate Degree Nursing	686	3.1%
Auto Body Repair	382	1.8%
Auto Mechanics	818	3.8%
Auto Technology	164	.8%
Aviation / airport management	52	.2%
Biology	42	.2%
Blue Print Reading	168	.8%
Boiler Room Operation and Maintenance	72	.3%
Bookkeeping/Accounting	842	3.9%
Business and management	424	1.9%
Business Computer Programming	568	2.6%
Business data processing	192	.9%
Carpentry	514	2.4%
Chemistry	40	.2%
Child care management	284	1.3%
Clerical	214	1.0%
Clerical receptionist	136	.6%
Commercial art	86	.4%
Commercial/Residential Electrician	168	.8%
Communications media technology	54	.2%
Community corrections	38	.2%
Community services	104	.5%
Computer and Information Sciences	194	.9%
Computer Assisted Design	188	.9%
Computer in Auto Diagnosis	96	.4%
Computer Operation and Programming	738	3.4%
Computer-aided drafting and design	154	.7%

Subjects / Programs	Number	Percent
Contracted Vocational Education	36	.2%
Cosmetology	256	1.2%
Customer Relations	156	.7%
Dental Assisting	286	1.3%
Dairy Herd Management	332	1.5%
Diesel Mechanics	330	1.5%
Dramatic arts	20	.1%
Dye Design	12	.1%
Early Childhood	122	.6%
Economics	80	.4%
Education	200	.9%
Educational assisting & training	96	.4%
Electronic Assembly	46	.2%
Electronic Motor Control	28	.1%
Electronic Repair	166	.8%
Electronic Technology	228	1.0%
Engineering	204	.9%
English	176	.8%
Environmental control technology	112	.5%
Environmental Technology	84	.4%
Farm implement management	446	2.0%
Fire control and safety	70	.3%
Foreign Languages	134	.6%
General business	382	1.8%
General business banking	126	.6%
General machinist	90	.4%
General merchandise	40	.2%
Geography	24	.1%
Geometric Tolerating and Dimensioning	14	.1%
Handicapped services	278	1.3%
Health care administration	188	.9%
Health professions	288	1.3%
Heating / Air conditioning	272	1.2%
History	40	.2%
Home economics	88	.4%
Horticulture	128	.6%
Human Relations	160	.7%
Human services	174	.8%
Human services technician	46	.2%
Industrial electrician	180	.8%
Industrial Hydraulics	38	.2%
Information processing technician	36	.2%
International marketing	14	.1%
Iowa Criminal and Juvenile Justice training	216	1.0%
Journalism	102	.5%
Labor/industrial relations	74	.3%
Law Enforcement	256	1.2%
Legal assisting	142	.7%
Legal secretarial	216	1.0%
Licensed practical nursing	566	2.6%
Literature	24	.1%
Machine Operator	128	.6%
Management development	62	.3%

Subjects / Programs	Number	Percent
Management/Supervision	104	.5%
Marketing	128	.6%
Marketing management	98	.4%
Mathematics	166	.8%
Mechanical technology	76	.3%
Medical secretarial	234	1.1%
Mine Safety Health Retraining	8	.0%
Multi Media First Aid and CPR	182	.8%
Music	88	.4%
Office specialist	274	1.3%
Philosophy	22	.1%
Physics	32	.1%
Plastic Mold Design	54	.2%
Political science	46	.2%
Prelaw	130	.6%
Programming Motors Control	24	.1%
Psychology	96	.4%
Radio television broadcasting	86	.4%
Radiologic technology	102	.5%
Real estate	132	.6%
Recreation enterprises management	78	.4%
Rehabilitation services	126	.6%
Renewable natural resources	116	.5%
Respiratory therapy technician	130	.6%
Retail sales merchandising	118	.5%
Safety Management of Hazardous Material	168	.8%
Sales / marketing management	198	.9%
Secretarial	440	2.0%
Sociology	36	.2%
Statistical Process Control	16	.1%
Statistics	12	.1%
Time Management	66	.3%
Tool design	90	.4%
Transportation management	36	.2%
Use of Computer in Accounting	226	1.0%
Wastewater Management	174	.8%
Welding	340	1.6%
Word processing	244	1.1%
Writing	152	.7%
Total	21806	100.0%
Minimum	8	.0%
Maximum	842	3.9%
Average	173	.79%
Standard deviation	168	.77%

P. Table VII-5b. High demand programs / subjects

Subjects / Programs	Number	Percent
NITI PROGRAMS		
Accounting specialist	444	2.0%
Agri-Business Technology	668	3.1%
Associate Degree Nursing	686	3.1%
Auto Body Repair	382	1.8%
Auto Mechanics	818	3.8%
Bookkeeping/Accounting	842	3.9%
Business Computer Programming	568	2.6%
Carpentry	514	2.4%
Computer Operation and Programming	738	3.4%
Farm implement management	446	2.0%
Licensed practical nursing	566	2.6%
Secretarial	440	2.0%
Welding	340	1.6%
Sub-total	7452	34.2%
Career Option programs		
Business and management	424	1.9%
General business	382	1.8%
Total	8258	37.9%

Q. Programs and services offered in local communities

NITI offers programs, courses and services to individuals, employers, professionals, and community groups in most communities within Merged Area I. The majority of respondents thought this practice was worthwhile and should be continued. Over one-quarter of the respondents (26.5%) felt NITI should expand their services and only a small number suggested that NITI either cutback (1.7%) or eliminate (1.7%) programs. The majority of Area Householders would like to see the level of service in Adult and Continuing Education in local communities continued (51.7%). Nearly one-fifth of the respondents (18.4%) did not know whether classes in local communities should be expanded, continued or reduced, and only a small percentage of Area residents (13.36%) have attended classes at a local high school. These findings suggest a positive evaluation of NITI's efforts to bring courses, programs and activities to local communities. Also, there appears to be room for further development of marketing and public information relative to these courses, since less than 7 percent of all adults served indicated they had ever enrolled.

In response to a question about the need for student housing next to campus (see Table VII-7), less than half of the Area residents (63.9%) believed that there is a "great" or "moderate" need for housing at both the Peosta and Calmar campuses. More committee members felt there was a moderate need for housing (48.1%) than those who felt there was a great need for housing (15.8%). They feel the need is somewhat greater at the Calmar (49.1%) campus than the Peosta campus (47.1%). Nearly one-fifth of respondents gave no opinion (18.1%) and another fifth (18.1%) thought there was no need for student housing adjacent to the campuses. These findings correspond to those of the other surveys. It should be noted that the question gave no indication as to what type of housing might be preferable. Giving the strength and consistency of these findings, it would perhaps be best to inventory available housing adjacent to campus, increase efforts to publicize that housing, and reassess current student need for such facilities.

Advisory committee members feel that the major emphasis in curriculum development should be on strengthening and expanding existing programs, including Accounting Specialist, Agri-Business Technology, Associate Degree Nursing, Auto Body Repair, Auto Mechanics, Bookkeeping/Accounting, Business Computer Programming, Carpentry, Computer Operation and Programming, Cosmetology, Dental Assisting, Farm Implement Management, Heating / Air Conditioning, Licensed Practical Nursing, Secretarial, and Welding. They also recommend that a transferable program in Computer and Information Sciences be developed, and a Career Option program in Business and Management be provided. These are natural extensions of the computing and business sections of the NITI curriculum.

R. Table VI-6. NITI Programs and Services Off-campus

NITI offers courses in local communities. What is your opinion of this practice?	Number	Percent
Expand	682	26.5%
Continue	1328	51.7%
Cutback	44	1.7%
Eliminate	44	1.7%
Don't know	472	18.4%
Total	2570	100.0%

Have you taken a NITI course at a local high school?		
Yes	178	6.9%
No	2192	85.3%
No response	200	7.8%
Total	2570	100.0%

S. Table VI-7. Need for housing near NITI campuses

For full-time students, how great is the need for housing adjacent to NITI campuses?	Great need		Moderate		No need		No response	
	Num	%	Num	%	Num	%	Num	%
Peosta	256	15.7%	766	47.1%	302	18.6%	302	18.6%
Calmar	250	15.8%	776	49.1%	278	17.6%	278	17.6%
Total	506	15.8%	1542	48.1%	580	18.1%	580	18.1%

T. Quality of Services and Facilities

This section of the Area Household Survey asked those committee members who had enrolled in NITI courses or had immediate family member who enrolled in a course, to respond to a series of statements about NITI's services and facilities. Table VII-8 presents the results of those questions. The respondents generally believe that NITI's facilities and services are good. A statement about the general condition of the NITI campuses received the highest rating (Composite rating = 4.31).

Area residents were in modest agreement with the statement that instructional quality is good at NITI, that advisors are readily available for students, that NITI's library is up to date, that students seeking special help or assistance can find it at NITI. Respondents were mostly in agreement with the statements that the testing and grading practices were fair, that instructors are evaluated regularly and fairly, that potential students receive accurate information before enrolling, and that people generally know about financial aid available for students. The results of the Area Household Survey contradict those of the High School Senior Survey and the NITI Current Student Survey relative to information students received about NITI and information students receive regarding financial aid prior to enrolling. High school students and current NITI students did not report receiving much of these types of information. Given the direct, personal involvement of the High School Seniors and the Current Students, the results of those surveys were weighted more strongly in deriving the recommendation that additional resources and effort be devoted providing information about NITI.

Also presented in Table VII-8 are the statements that NITI helps students get jobs, that NITI helps students plan their careers, that the classroom facilities are very good, that the laboratory facilities are up to date, and that students feel safe on campus during days, evenings and weekends; respondents modestly agreed with each of these statements. While these do not represent strong approval or agreement ratings, NITI staff should take pride in the fact that Area residents do feel that the institution is providing educational programs and support services to students.

Area residents are less certain that NITI provides cultural programs and activities to communities in Area I (composite rating = 3.34). Given the relatively low number of people who were aware of the personal development and growth goal of adult and continuing education courses (See Table VII-4b), it would appear that respondents either are less aware of social, cultural and personal development course offerings, or they feel that such programs and services are not being provided by the institution.

Respondents were also uncertain as to whether students can find housing near the NITI campuses (Composite rating = 3.34); this statement further confirms the findings presented in Table VII-7. Area residents are less certain that adequate health service and health insurance are available to students (Composite rating = 3.32). These findings parallel those reported in the NITI Current Student Survey and the NITI Advisory Committee Survey, where respondents were asked a comparable set of questions.

Area residents who have had some contact with NITI responded the statements reported in this section. Other statement with which they were in agreement were that there is adequate parking on campus, that the food service is adequate and available, and that the college staff are genuinely interested in the students as individuals. Area residents disagree with current students relative to parking on campus. In general, the citizenry of Area I believes that NITI is an educational institution with good facilities, faculty and practices.

U. Table VII-8. Quality of NITI Services & Facilities

Quality of NITI Services and Facilities:	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Composite Rating
13. The quality of instruction at NITI is very good.	122	370	154	30	4	3.85
	17.9%	54.4%	22.6%	4.4%	.6%	Agree
14. Advisors are readily available to assist students.	110	306	216	28	2	3.75
	16.6%	46.2%	32.6%	4.2%	.3%	Agree
15. NITI's library is up-to-date and ready to help.	88	230	316	14	6	3.58
	13.5%	35.2%	48.3%	2.1%	.9%	Agree
16. Students needing special help or assistance can find at NITI.	104	312	230	14	0	3.77
	15.8%	47.3%	34.8%	2.1%	.0%	Agree
17. Testing and grading practices are fair at NITI.	78	382	172	20	8	3.76
	11.8%	57.9%	26.1%	3.0%	1.2%	Agree
18. Instructors are evaluated regularly and fairly.	46	210	362	30	6	3.40
	7.0%	32.1%	55.4%	4.6%	.9%	Agree
19. Potential students receive accurate and helpful information before enrolling.	102	350	174	28	2	3.80
	15.5%	53.4%	26.5%	4.3%	.3%	Agree
20. People generally know about the kinds of financial aid available for students in need.	64	240	254	86	10	3.40
	9.8%	36.7%	38.8%	13.1%	1.5%	Agree
21. NITI helps students get jobs.	84	252	244	62	12	3.51
	12.8%	38.5%	37.3%	9.5%	1.8%	Agree
22. NITI helps students plan their career.	70	296	230	54	2	3.58
	10.7%	45.4%	35.3%	8.3%	.3%	Agree
23. NITI provides cultural programs and activities to communities in Area I.	24	208	368	34	2	3.34
	3.8%	32.7%	57.9%	5.3%	.3%	Uncertain
24. Classroom facilities are very good.	132	356	146	14	6	3.91
	20.2%	54.4%	22.3%	2.1%	.9%	Agree
25. Laboratories use up-to-date equipment for students to use and learn with.	78	268	278	18	6	3.61
	12.0%	41.4%	42.9%	2.8%	.9%	Agree
26. Students who do not live near Peosta or Calmar can easily find housing near campus.	24	100	394	104	26	2.99
	3.7%	15.4%	60.8%	16.0%	4.0%	Uncertain
27. Students feel safe on campus during days, evenings, and weekends.	134	304	202	8	4	3.85
	20.6%	46.6%	31.0%	1.2%	.6%	Agree
28. Adequate parking is available.	156	330	116	42	12	3.88
	23.8%	50.3%	17.7%	6.4%	1.8%	Agree
29. Adequate food service is available to on campus.	96	308	210	26	6	3.72
	14.9%	47.7%	32.5%	4.0%	.9%	Agree
30. Adequate health service and health insurance are available to NITI students.	34	160	434	22	0	3.32
	5.2%	24.6%	66.8%	3.4%	.0%	Uncertain
31. The general condition of campus buildings and grounds is good.	248	340	66	6	0	4.26
	37.6%	51.5%	10.0%	.9%	.0%	Agree
32. Staff of the college are interested in students as individuals.	112	328	184	34	4	3.77
	16.9%	49.5%	27.8%	5.1%	.6%	Agree
Total number	1906	5486	4598	1006	142	3.61
Total percent	14.5%	41.8%	35.0%	7.7%	1.1%	Agree
Minimum	24	46	66	6	0	2.99
Maximum	248	382	434	362	30	6.00
Average	95.3	274.3	229.9	50.3	7.1	3.78
Standard deviation	51.3	89.4	92.1	77.6	8.0	.59

V. Household Views of Community College Status

Table VI-9 reports the Area residents perceptions about community college status. It seems that the committee members have generally positive views about community college status. Over two-thirds of the respondents (69.5%) agreed or strongly agreed that people in the community would attend a community college because it was within driving distance. In response to a statement about whether or not a community college would be the first choice for number people, nearly two-thirds (63.7%) agreed or strongly agreed with the statement. A large number of respondents (70.2%) agreed or strongly agreed with a statement that people would attend a community college if they could not attend the college of their choice. The Area residents had a positive view of the community college's flexibility which allows students to enroll in higher education on a part-time or full-time basis and also be able to work full-time or part-time. Over two-thirds (69.5%) of the respondents felt community colleges would be least expensive way to obtain higher education.

This positive view of community college status is further supported by the Area residents' responses to the statements that people would not go to community college and there are plenty of opportunities for anyone who wants higher education in this area. The former statement had nearly eighty percent of the respondents (79.5%) disagree or strongly disagree; people think students would go to a community college in Merged Area I. The response to the statement regarding higher education opportunities in Merged Area I indicated that the residents were uncertain if sufficient opportunities were available.

When the positive expressions about community college status are examined in light of the Area Household Survey respondents for needed courses and programs, it is clear that, while Area residents think community college status would be beneficial to NITI students, they believe the curriculum should maintain and build upon its vocational technical focus. Particularly, Area residents thought that certain existing programs areas should be expanded or strengthened, while Career Option programs and courses that are transferable to a baccalaureate program in General Business and Business Management should be developed. The committee members responses in these latter two sections suggest that they were mainly satisfied with the vocational-technical orientation of the college.

W. Table VII-9. Views of community college status

STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Overall Rating
33. A community college would be the first choice for a number of people.	532 22.6%	968 41.1%	610 25.9%	174 7.4%	72 3.1%	3.73 Agree
34. People would go to a community college if they could not go to the college of their choice.	502 21.2%	1160 49.0%	538 22.7%	130 5.5%	36 1.5%	3.83 Agree
35. The rising admissions standards at the state universities make it important to have a community college in the area.	484 20.5%	976 41.3%	570 24.1%	234 9.9%	100 4.2%	3.64 Agree
36. People in this area would go to a community college if they could not get a full-time job.	294 12.5%	922 39.1%	864 36.7%	216 9.2%	60 2.5%	3.50 Uncertain
37. People would go to a community college because they could get a part-time job and have enough money to pay for their education.	340 14.5%	1186 50.5%	608 25.9%	170 7.2%	46 2.0%	3.68 Agree
38. People would go part-time to a community - college and could also work full-time.	422 17.9%	1282 54.5%	514 21.9%	88 3.7%	46 2.0%	3.83 Agree
39. People in this area would not go to a community college.	28 1.2%	78 3.3%	566 24.2%	1036 44.2%	634 27.1%	2.07 Disagree
40. Because of tougher academic standards at the universities, it is important to let students have assistance in study skills and a second chance at a college education.	674 28.7%	1182 50.3%	338 14.4%	116 4.9%	42 1.8%	3.99 Agree
41. People would go to a community college because it is within driving distance of home.	588 24.9%	1400 59.3%	262 11.1%	92 3.9%	20 .8%	4.03 Agree
42. People would go to a community college because it is the least expensive way to get a college education.	502 21.2%	1142 48.3%	520 22.0%	164 6.9%	38 1.6%	3.81 Agree
43. There are plenty of opportunities for anyone who wants a college education in this area.	412 17.4%	804 34.0%	614 26.0%	390 16.5%	142 6.0%	3.40 Uncertain

X. Summary & Conclusions from Area Household Survey

A ten percent random sample of residents of Merged Area I were surveyed. These are citizens of Merged Area I consist both the taxpayers who in part support the operation of NITI and the population from which adult students come to NITI campuses and local community centers for courses, programs and activities. Of the 7,992 individuals surveyed, 2,570 provided usable responses; this represented a 32.2% response rate for the NITI Area Household Survey.

Slightly higher response rates occurred in the urban centers of Dubuque and Decorah than in the district as a whole. High response rates were received from the over 45 years age category than was representative of the population (U.S. Census of the Population, 1985). Due to these weighings, data was analyzed as a whole, rather than by county or city. A majority of the respondents to the Area Household Survey own their home and have 2 persons or more in their household. As was the case in other surveys reported, those residents who were familiar with NITI's mix of programs and services gave the institution moderately high approval ratings, but many of the respondents reported that they were unfamiliar with many of the activities of the college. This suggests that Area residents should continue to regularly receive boxholder mailers and flyers from the college, and that those publications should contain both general college and specific program information across the NITI curriculum -- not only to assist them in better understanding of the institution they are supporting -- but also because their households are potential sources of future NITI students. Such information could constitute a page or more in the circular listing Adult and Continuing Education offerings. These are individuals who have a generally positive view on NITI programs and services, a large majority of whom report a moderate to great knowledge of NITI programs and services, yet no more than 13 percent of whom report having enrolled in a course.

Only one-third (33.3%) of the Area residents thought they knew about NITI programs and services, and their opinions of that program / service mix was largely favorable. Area residents felt that NITI was achieving its philosophy in regard to six institutional goals, as well as in relation to accountability of programs, services and staff. Respondents were most familiar with NITI's goal to provide job entry skills in vocational and technical subjects (59.9%), but showed little knowledge of personal enrichment adult education courses (50.4% marked "Don't Know"), services to students with disabilities (68.3% marked "Don't Know", and efforts to make college staff and programs accountable (56.3% marked "Don't Know"). These results suggest that public information and public relations efforts need to be exerted to better explain NITI's role in providing their services and in holding itself accountable to the public. Through such efforts, the public will not only gain enhanced understanding of the range of services available at NITI, but also will be prepared to identify and refer individuals to NITI who are seeking such assistance.

Respondents recommended the continuance of offering courses in local communities (78.2%), although only seven percent (6.9%) reported that they personally had ever enrolled in these courses. It would appear from these data that, while there is moderately widespread support of courses, programs and services in the local communities of Merged Area I, there are a small proportion of the population availing themselves of these offerings. Since the public is generally favorable to NITI's provision of adult education in local communities, these data suggest that a greater proportion of the population could be served through these offerings. Further investigation is needed to determine if the specific program/service mix (See Tables VII-5a/b) correspond to current offerings. Also, further investigation is needed to determine ways in which the participation in these courses, programs and services can be broadened. Since the principle focus of these courses are the small rural towns of Merged Area I, it is recommended that ad hoc advisory committees be established in each community served to explore ways to broaden the participation in adult and continuing education programs beyond the seven percent reported here.

As in the other surveys, the findings of the Area Household Survey suggest that more needs to be done to arrange for and publicize student housing adjacent to the campuses. In the view of the Area residents, NITI facilities and services are general favorable. They feel particularly positive about the general condition of the campus (composite rating = 4.26 on a 5 point scale). Area residents were uncertain that students not living near Peosta or Calmar could find housing near the campuses (composite rating = 2.99), were uncertain that NITI provides cultural programs and activities in local communities (composite rating = 3.34), and were uncertain that the health service and health insurance programs for students were adequate (composite rating = 3.32).

The clear majority of Area residents think there is a need for a community college in Merged Area I. Sixty-four percent (63.7%) agreed that a community college would be the college of first choice among a number of people. Even more (69.5%), thought it would be a place for those who were not able to go to the college of their choice. Area residents thought that rising admissions standards (61.8%) and tougher academic requirements (79.0%) at the universities made a community college in Merged Area I valuable. While respondents were uncertain as to whether a community college would be an attractive option to the unemployed, sixty-five percent (65.0%) thought that a community college would be beneficial for those who needed a part-time job to support the costs of going to college, and seventy-eight (72.4%) thought that a community college would be the choice of those who wished to work full-time and attend school part-time. These views not only parallel the response of the other groups surveyed, but also confirm the finding in the High School Senior Survey that such students are planning to attend a two-year college next fall.

Respondents were uncertain as to whether there are sufficient opportunities in the area for those who want to go to college, and seventy-eight percent (71.3%) disagreed with the statement that people in the area would not go to a community college. Area residents appear to recommend a community college that expands and enhances the existing NITI programs, while providing transferability of coursework in selected subject areas.

VII. NITI Staff Survey

A. Introduction

A final valuable constituency examined as part of the NITI Needs Assessment Study was the NITI Staff. The NITI Staff Survey was distributed to persons listed in the 1986-87 Staff Directory. It must be recognized that the staff should respond to the Survey according to what they think is in their best interests and the best interests of the NITI. In this sense, the Staff Survey contains biased information only in that the people responding have a daily working view of the college and a vested interest in the success of the programs and activities with which they are directly affiliated. The information from the Staff Survey is mostly likely to be the most informed and the most bias, by virtue of the role the staff plays at the institution. Therefore, the insights gained from this Survey were compared and contrasted with those of groups external to NITI operations.

As with the other instruments used in this study, the questions, instructions and procedures used in the NITI Staff Survey were first reviewed, revised and approved by the internal NITI Study Team. Next, the instrument was reviewed, edited and approved by the external NITI Needs Assessment Advisory Committee. In this manner, the fairness and appropriateness of the questions in addressing the goals of the Needs Assessment Project were assured.

The survey was distributed to staff members during the same week in April in which the NITI Current Student Survey and the High School Senior Survey were conducted. NITI administrators distributed the questionnaires in sealed envelopes through campus mails; each questionnaire came with instructions on how to complete the survey. The respondents could either return the survey to a designated person at NITI or mail it directly to Iowa State. A code book of those surveyed was maintained at Iowa State University. After two weeks had elapsed since the questionnaires where distributed, a follow-up letter was sent to each non-respondent urging them to complete the survey instrument.

The data for the staff section of the report came from the 180 usable responses of the 204 NITI professional and staff surveyed; the represented a response rate of 88.2 percent. The survey asked the respondents to give their opinions about the quality of NITI services, the kinds of courses that should or should not be offered by NITI, and their views of the merits of a community college for Merged Area I.

B. The NITI staff

Table VIII-1 provides a profile of the NITI staff respondents. The staff members were asked to respond to questions about their length of service at NITI, the type of work they do, and where they worked before they were employed at NITI. Nearly three-quarters of the respondents (70.6%) have worked at NITI for more than 6 years. Over three-quarters of them (77.7%) are employed on a full-time basis. In response to previous employment, 22.4% of the employees said they had worked in secondary schools and 20.6% of them worked in business-related jobs. For the 30.0% who said they previously worked in jobs other than the ones listed as choices, the dominant kinds of other occupations were health-related. This information suggests that NITI has a fairly stable group of employees who are employed on a full-time basis. This apparent stability suggests that the majority staff members enjoy their work at NITI and indicates that most respondents have a number of years of NITI experience upon which to base their judgements about the institution's future.

C. Table VIII-1. Profile of NITI staff

Profile of NITI staff respondents	Number	Percent
How many years have you been employed at NITI?		
Over 16 years	28	16.5%
11-15 years	33	19.4%
6-10 years	59	34.7%
0-5 years	45	26.5%
no response	5	2.9%
Total	170	100.0%
What is the nature of your primary duties at NITI?		
Support staff	47	27.6%
Teaching staff	74	43.5%
Professional / non teaching / administrative	43	25.3%
no response	6	3.5%
Total	170	100.0%
Are you:		
full-time	132	77.6%
part-time	32	18.8%
no response	6	3.5%
Total	170	100.0%

D. Utilization and satisfaction with NITI services

Like the Current Students and the Alumni, the NITI Staff were asked to rate the quality of NITI services. The services were divided into academic, admissions and registration, counseling, facilities, financial aid, student, and general services. In general the staff were satisfied with the services provided by NITI. There some services that were rated as neutral and other services in which a significant number of the respondents reported they did not know anything about the service they were asked to evaluate. Tables VIII-2, VIII-3, VIII-4 are the results of this section of the survey.

As Table VIII-2 shows, staff gave good approval ratings to most all academic, admissions and registration and counseling services. With composite ratings of 2.93 on a five point scale, staff were uncertain of the adequacy of cultural programs offered at the campuses. They were also uncertain of the availability of counselors for students (composite rating = 3.39).

While most of the staff gave good marks to these college services, a high proportion of staff reported that they did not know effort to render a judgement about the adequacy of some of these services. Forty-six percent (46.5%) didn't know about credit by examination procedures. Thirty-two percent (31.8%) didn't know about the accuracy of information about NITI given to students prior to enrollment. Staff should be involved in an effort to improve the quality and quantity of information prospective students receive. Faculty particularly should have valuable insights in projecting the latest trends in their curricular programs.

Over one-quarter of the staff (25.9%) didn't know about general registration procedures. Effective student retention efforts include and involve all college staff (Noel et al, 1985). If staff know about general registration procedures, they can provide effective assistance to those students new to campus. Thirty-four percent (34.1%) reported that they didn't know about student billing and payment procedures. The High School Senior Survey and the Current Student Survey demonstrated that finances are a very important factor in a student's decision to continue their education. Often students and parents think they cannot afford college when the costs are not as prohibitive as the suspect (Evengeleuf, 1987). Staff should understand basic student billing and payment procedures so that they may assist students in understanding how to resolve financial barriers to continuing their education.

A similar problem exists with general registration procedures. Over one-quarter of staff don't know about the general registration procedures of the college. On a student's first visit to one of the NITI campuses, he or she may ask a janitor, a secretary or a faculty member for assistance; the nature of the help the student receives may determine whether they decide to attend NITI. While most staff claimed some knowledge of each of the basis student support services, from one-fourth to one-fifth indicated a lack of knowledge of each of the specific areas. Staff development and inservice programs should be directed toward increasing staff understanding of basic student support services and the role of those services in promoting or impeding student attrition. Such efforts are particularly important at two-year colleges, where many students attend part-time, are undecided, and are attempting to go to school and maintain a family and a job as well. Astin and others report that two-year colleges have among the highest attrition rates among institutions of higher education because of the high proportion of part-time students, students with academic and financial limitations, and students who have yet to develop clear career or academic goals (Cohen and Brawer, 1982). To be of service to these student populations, it is particularly important that all staff understand the basic support services provided to students.

E. Academic, admissions, registration, counseling serv.

Table 2 indicates that staff members were satisfied with all the academic, admissions and registration, and counseling services. The area of availability of counselors received a neutral rating. The staff members responding to this question indicated that 40.20% of them were either neutral, dissatisfied, or very dissatisfied with the availability of counselors. Tutorial services, availability of advisors, orientation programs, library facilities and services, college catalog and publications, and personal counseling were rated with a high level of satisfaction. These results were consistent with the opinions expressed by the current students and alumni in which they indicated they were satisfied with these services.

F. Table VIII-2. Use and satisfaction: NITI services

ACADEMIC	Don't Know	Very Satisfied	Satisfied	Neutral	Dis-satisfied	Very Dis-satisfied	Overall Rating
1. Availability of advisor	49	40	58	11	9	3	4.02
	28.8%	33.1%	47.9%	9.1%	7.4%	2.5%	Good
2. Tutorial services	32	49	71	14	4	0	4.20
	18.8%	35.5%	51.4%	10.1%	2.9%	.0%	Good
3. Orientation program	34	43	64	23	6	0	4.06
	20.0%	31.6%	47.1%	16.9%	4.4%	.0%	Good
4. Library facilities and	7	67	59	17	19	1	4.06
services	4.1%	41.1%	36.2%	10.4%	11.7%	.6%	Good
5. Evaluation of instructors	33	31	74	21	7	4	3.88
	19.4%	22.6%	54.0%	15.3%	5.1%	2.9%	Good
6. Credit by examination	79	15	45	19	10	2	3.67
	46.5%	16.5%	49.5%	20.9%	11.0%	2.2%	Good
ADMISSIONS AND REGISTRATION							
7. General admissions procedures	39	34	63	17	16	1	3.86
	22.9%	26.0%	48.1%	13.0%	12.2%	.8%	Good
8. Accuracy of college information	54	33	55	18	9	1	3.95
received prior to enrolling	31.8%	28.4%	47.4%	15.5%	7.8%	.9%	Good
9. College catalog & admissions	20	39	87	13	9	2	4.01
publications	11.8%	26.0%	58.0%	8.7%	6.0%	1.3%	Good
10. General registration procedures	44	31	70	15	9	1	3.96
	25.9%	24.6%	55.6%	11.9%	7.1%	.8%	Good
11. Billing and fee payment	58	28	47	18	16	3	3.72
procedures	34.1%	25.0%	42.0%	16.1%	14.3%	2.7%	Good
COUNSELING SERVICES							
12. Personal counseling	38	40	64	20	8	0	4.03
	22.4%	30.3%	48.5%	15.2%	6.1%	.0%	Good
13. Career planning	41	29	66	22	12	0	3.87
	24.1%	22.5%	51.2%	17.1%	9.3%	.0%	Good
14. Job placement	37	32	55	31	11	4	3.75
	21.8%	24.1%	41.4%	23.3%	8.3%	3.0%	Good
15. Cultural programs	54	6	32	35	34	9	2.93
	31.8%	5.2%	27.6%	30.2%	29.3%	7.8%	Neutral
16. Social activities	29	24	62	29	23	3	3.57
	17.1%	17.0%	44.0%	20.6%	16.3%	2.1%	Good
17. Student employment	44	18	71	26	11	0	3.76
	25.9%	14.3%	56.3%	20.6%	8.7%	.0%	Good
18. Veterans services	81	14	50	19	5	1	3.80
	47.6%	15.7%	56.2%	21.3%	5.6%	1.1%	Good
19. Availability of counselors	38	1	55	20	16	2	3.39
	28.8%	1.1%	58.5%	21.3%	17.0%	2.1%	Neutral

G. Campus facilities, financial aid, student services

The staff members' perceptions of the facilities, financial aid, and student services reported in Table VIII-3 were mixed. Some services such as classroom facilities, general condition of buildings and grounds, and child care received positive responses from the staff members. The respondents were either satisfied or very satisfied with these services and very few gave neutral or unsatisfactory responses to these services. Study areas, student center, campus bookstore, availability of student housing, places to relax, campus security, student health, parking, and food service received neutral ratings. Over fifty percent of the respondents (51.9%) were either dissatisfied or very dissatisfied with the availability of student housing. Thirty-seven percent (36.7%) reported they were dissatisfied or very dissatisfied with student health services, 32.7% gave dissatisfied responses about parking facilities, and 29% expressed some dissatisfaction with food service.

As with other student services areas, significant proportions of the staff did not know much about student services which are often key to the continuance of two-year college students. Twenty-four percent didn't know about available student housing; this was found to be a factor influencing those students who planned to attend a community college rather than NITI (See High School Senior Survey). Nearly a third of staff were not knowledgeable about financial aid counseling (27.1%) and financial aid information (29.4%). One quarter (24.1%) did not know about work study opportunities and one-third did not know about financial aid awards available to attend NITI. Yet, the opportunity to work while attending college and the availability of student financial assistance are central issues guiding the college choice selections of high school seniors and are key factors in current NITI students educational plans.

Like in the other surveys, the Staff had neutral ratings for student health services and student health insurance. More importantly, over forty percent (40.6%) claimed no knowledge of student health services and an incredible sixty-one percent (61.2%) of NITI staff did not know about the student health insurance program.

A comparison of the staff's perceptions with those of the current students and alumni show that the current students and the alumni expressed generally more positive opinions about these services than did the staff members. The students and the staff members did seem to be consistent in their dissatisfaction with the availability of student housing and campus security. Also they shared some dissatisfaction with health services. Although in the case of the staff members many did not know about the service and in the students case a large did not use the service.

These differences in perception between the current students and staff members could be significant. This may be so because, while only a small number of students expressed dissatisfaction with these services, it is often that these students voice these complaints to staff members. As a result the staff members may develop a negative perception about a certain service based on the accumulation of unsatisfactory comments from students over a period of time. It is also significant because the staff members spend a great deal more time on campus than do the students. Therefore they have may have more information with which to evaluate the services than do the students. In either case, these dissatisfactory perceptions suggest that some additional investigation needs to be done in specific areas.

H. Table VIII-3. Use of NITI services (con't)

FACILITIES	Used this Service	Very Satisfied	Satisfied	Neutral	Dis-satisfied	Very Dis-satisfied	Overall Rating
20. Classroom facilities	7	51	87	10	12	3	4.05
	4.1%	31.3%	53.4%	6.1%	7.4%	1.8%	Good
21. Laboratory facilities	16	44	76	20	12	2	3.96
	9.4%	28.6%	49.4%	13.0%	7.8%	1.3%	Good
22. Study areas	13	34	74	14	29	6	3.64
	7.6%	21.7%	47.1%	8.9%	18.5%	3.8%	Good
23. Student center	17	23	66	29	26	9	3.44
	10.0%	15.0%	43.1%	19.0%	17.0%	5.9%	Neutral
24. Campus bookstore	6	21	75	27	31	10	3.40
	3.5%	12.8%	45.7%	16.5%	18.9%	6.1%	Neutral
25. Available student housing	41	7	28	27	32	35	2.53
	24.1%	5.4%	21.7%	20.9%	24.8%	27.1%	Neutral
26. General condition of buildings	4	84	67	10	3	2	4.37
and grounds	2.4%	50.6%	40.4%	6.0%	1.8%	1.2%	Good
27. Places to relax between classes	8	18	77	28	27	12	3.38
	4.7%	11.1%	47.5%	17.3%	16.7%	7.4%	Neutral
28. Campus security	15	16	68	35	23	13	3.33
	8.8%	10.3%	43.9%	22.6%	14.8%	8.4%	Neutral
STUDENT FINANCIAL ASSISTANCE							
29. Financial aid services	46	34	60	17	10	3	3.90
(counseling)	27.1%	27.4%	48.4%	13.7%	8.1%	2.4%	Good
30. Work study	41	32	71	21	5	0	4.01
	24.1%	24.8%	55.0%	16.3%	3.9%	.0%	Good
31. Financial assistance (awards)	60	24	63	19	4	0	3.97
procedures	35.3%	21.8%	57.3%	17.3%	3.6%	.0%	Good
32. Financial aid information	50	36	56	18	8	2	3.97
	29.4%	30.0%	46.7%	15.0%	6.7%	1.7%	Good
STUDENT SERVICES							
33. Recreational and intramural	29	21	71	31	15	3	3.65
programs	17.1%	14.9%	50.4%	22.0%	10.6%	2.1%	Good
34. Student health services	69	3	31	30	23	14	2.86
	40.6%	3.0%	30.7%	29.7%	22.8%	13.9%	Neutral
35. Student health insurance	104	4	31	22	4	5	3.38
program	61.2%	6.1%	47.0%	33.3%	6.1%	7.6%	Neutral
36. Parking facilities and services	7	22	67	21	32	21	3.23
	4.1%	13.5%	41.1%	12.9%	19.6%	12.9%	Neutral
37. Food service	8	14	68	33	29	18	3.19
	4.7%	8.6%	42.0%	20.4%	17.9%	11.1%	Neutral
38. Child care services	18	62	76	8	4	2	4.26
	10.6%	40.8%	50.0%	5.3%	2.6%	1.3%	Good

I. NITI Staff satisfaction with the college

Table VIII-4 shows the staff perception of the general services offered by NITI. Overall the staff members rated these services highly. The lowest rating was a "neutral" one given to campus media, underscoring the informational problem across campus mentioned in the previous section. Attitude of the college non-teaching staff to students, quality of instruction, preparation of instructors, fairness in testing and grading, and this college in general received highest ratings among this group of services. This seemed to fairly consistent with the perceptions of the current students and the alumni who responded to the same statements.

J. Table VIII-4. Use of NITI services (general)

FACILITIES	Very Satisfied	Satisfied	Neutral	Dis-satisfied	Very Dis-satisfied	Overall Rating
39. College concern for you as an individual	43	82	27	8	2	3.96
	26.5%	50.6%	16.7%	4.9%	1.2%	Good
40. Attitude of the college non-teaching staff toward students	43	87	20	6	0	4.07
	27.6%	55.8%	12.8%	3.8%	.0%	Good
41. Racial harmony on campus	24	71	40	2	0	3.85
	17.5%	51.8%	29.2%	1.5%	.0%	Good
42. Opportunities for personal involvement in campus activities	23	97	19	11	2	3.84
	15.1%	63.8%	12.5%	7.2%	1.3%	Good
43. Student government	19	75	23	7	0	3.85
	15.3%	60.5%	18.5%	5.6%	.0%	Good
44. Opportunities for student employment.	17	70	24	10	3	3.71
	13.7%	56.5%	19.4%	8.1%	2.4%	Good
45. Campus media (student newspaper, etc.)	11	54	39	29	11	3.17
	7.6%	37.5%	27.1%	20.1%	7.6%	Neutral
46. Quality of instruction	61	74	13	0	0	4.32
	41.2%	50.0%	8.8%	.0%	.0%	Good
47. Preparation of instructor	45	78	12	2	0	4.21
	32.8%	56.9%	8.8%	1.5%	.0%	Good
48. Fairness of testing and grading system	45	71	15	1	0	4.21
	34.1%	53.8%	11.4%	.8%	.0%	Good
49. Courses are taught at convenient times and places	33	84	14	14	5	3.84
	22.0%	56.0%	9.3%	9.3%	3.3%	Good
50. Class size	31	93	14	8	2	3.97
	20.9%	62.8%	9.5%	5.4%	1.4%	Good
51. This college in general	50	95	22	2	0	4.14
	29.6%	56.2%	13.0%	1.2%	.0%	Good

K. Staff perceptions of the quality of NITI programs

Table VIII-5a presents the staff members responses to questions asking them to rate the quality of NITI programs. There were thirty-seven areas listed. Each area was to be rated either superior, average, poor, or don't know. Overall the staff members rated each area as having good quality. However, most of the areas the staff members chose the "don't know" response. Staff checked the "Don't Know" response significantly more frequently that did Current Students or Alumni, despite the fact that the Staff collectively have greater amounts of time and greater longevity with the institution and its various programs. Of the 6,252 total responses, 3,503 (56.15%) were entered as don't know and only 185 (3.0%) were entered as poor. The results of this section indicate that a) either the lack of information about NITI programs and services among staff (noted in the previous section) also pertains to the specific program areas, or b) the staff were reluctant to evaluate the programs of their peers, or c) both. Exceptions to this pattern were the "superior" composite ratings given to Bookkeeping / Accounting, Business Computer Programming, Carpentry and Licensed Practical Nursing. However, it is not appropriate to make any definitive conclusions about this data, other than to say the staff who chose to rate a program gave it a high rating and that the staff members do not know much about other areas of NITI other than their own area.

L. Table VIII-5a. Perceived quality of NITI programs

Please rate the quality of the following NITI Program areas:	Superior (3)	Average (2)	Poor (1)	Don't know	no response	Composite
52. Accounting specialist	50	51	6	59	4	2.41
	30.1%	30.7%	3.6%	35.5%	2.4%	Average
53. Agri-business technology	5	32	24	104	5	1.69
	3.0%	19.4%	14.5%	63.0%	3.0%	Don't Know
54. Associate degree nursing	80	0	37	50	5	2.37
	47.9%	.0%	22.2%	29.9%	3.0%	Average
55. Auto body repair	28	36	5	95	6	2.33
	17.1%	22.0%	3.0%	57.9%	3.7%	Don't Know
56. Auto mechanics	22	54	14	75	5	2.09
	13.3%	32.7%	8.5%	45.5%	3.0%	Average
57. Auto technology	18	47	8	91	6	2.14
	11.0%	28.7%	4.9%	55.5%	3.7%	Don't Know
58. Bookkeeping / accounting	62	53	0	52	3	2.54
	37.1%	31.7%	.0%	31.1%	1.8%	Superior
59. Business computer programming	56	41	2	67	4	2.55
	33.7%	24.7%	1.2%	40.4%	2.4%	Superior
60. Carpentry	74	34	0	58	4	2.69
	44.6%	20.5%	.0%	34.9%	2.4%	Superior
61. Clerical	42	64	4	54	6	2.35
	25.6%	39.0%	2.4%	32.9%	3.7%	Average
62. Commercial/residential electrician	26	34	1	102	7	2.41
	16.0%	20.9%	.6%	62.6%	4.3%	Don't Know
63. Contracted vocational education	4	21	15	124	6	1.73
	2.4%	12.8%	9.1%	75.6%	3.7%	Don't Know
64. Cosmetology	42	33	4	86	5	2.48
	25.5%	20.0%	2.4%	52.1%	3.0%	Don't Know
65. Dairy herd management	24	34	7	100	5	2.26
	14.5%	20.6%	4.2%	60.6%	3.0%	Don't Know
66. Dental assisting	40	41	0	93	6	2.49
	23.0%	23.6%	.0%	53.4%	3.4%	Don't Know
67. Diesel mechanics	35	23	1	105	6	2.58
	21.3%	14.0%	.6%	64.0%	3.7%	Don't Know
68. Dye design	5	13	7	137	8	1.92
	3.1%	8.0%	4.3%	84.6%	4.9%	Don't Know
69. Early childhood education	49	46	2	67	6	2.48
	29.9%	28.0%	1.2%	40.9%	3.7%	Average
70. Electronic technology	21	26	0	114	9	2.45
	13.0%	16.1%	.0%	70.8%	5.6%	Don't Know
71. Environmental technology	10	20	4	130	6	2.18
	6.1%	12.2%	2.4%	79.3%	3.7%	Don't Know
72. Farm implement mechanics	34	29	1	99	7	2.52
	20.9%	17.8%	.6%	60.7%	4.3%	Don't Know
73. General machinist	8	34	10	112	6	1.96
	4.9%	20.7%	6.1%	68.3%	3.7%	Don't Know
74. Heating / Air conditioning	29	41	1	93	6	2.39
	17.7%	25.0%	.6%	56.7%	3.7%	Don't Know
75. Human services technician	20	34	0	110	6	2.37
	12.2%	20.7%	.0%	67.1%	3.7%	Don't Know
76. Industrial electrician	29	29	0	106	6	2.50

Please rate the quality of the	Superior	Average	Poor	Don't	no	
	17.7%	17.7%	.0%	64.6%	3.7%	Don't Know
77. Information processing technician	31	30	2	100	7	2.46
	19.0%	18.4%	1.2%	61.3%	4.3%	Don't Know
78. Licensed practical nursing	74	39	1	50	6	2.64
	45.1%	23.8%	.6%	30.5%	3.7%	Superior
79. Marketing	31	41	2	89	7	2.39
	19.0%	25.2%	1.2%	54.6%	4.3%	Don't Know
80. Marketing management	30	39	2	91	8	2.39
	18.5%	24.1%	1.2%	56.2%	4.9%	Don't Know
81. Mechanical technology	31	29	1	103	6	2.49
	18.9%	17.7%	.6%	62.8%	3.7%	Don't Know
82. Office specialist	32	55	2	74	7	2.34
	19.6%	33.7%	1.2%	45.4%	4.3%	Average
83. Plastic mold design	6	11	6	139	8	2.00
	3.7%	6.8%	3.7%	85.8%	4.9%	Don't Know
84. Radiologic technology	20	22	0	122	6	2.48
	12.2%	13.4%	.0%	74.4%	3.7%	Don't Know
85. Respiratory therapy technician	36	25	0	104	5	2.59
	21.8%	15.2%	.0%	63.0%	3.0%	Don't Know
86. Secretarial	48	59	2	56	5	2.42
	29.1%	35.8%	1.2%	33.9%	3.0%	Average
87. Tool design	6	14	5	137	8	2.04
	3.7%	8.6%	3.1%	84.6%	4.9%	Don't Know
88. Welding	33	53	4	74	6	2.32
	20.1%	32.3%	2.4%	45.1%	3.7%	Average
89. Word processing	36	43	5	81	5	2.37
	21.8%	26.1%	3.0%	49.1%	3.0%	Don't Know
Total	1232	1330	185	3503	227	2.38
Total percentage	19.7%	21.3%	3.0%	56.0%	3.6%	Don't Know
Minimum	2.4%	.0%	.0%	29.9%	1.8%	1.69
Maximum	47.9%	39.0%	22.2%	85.8%	5.6%	2.69
Average	19.6%	21.3%	3.0%	56.2%	3.6%	2.34
Standard Deviation	11.7%	8.5%	4.4%	15.9%	.8%	.24

M. Staff recommendation: adding & curtailing programs

Table VIII-5b shows the staff members opinion on which programs should be strengthened, expanded, added, and eliminated. The respondents were asked to identify three current NITI programs from for each statement (strengthening, eliminating, or adding). Also, they could write-in programs as ideas for adding programs that were not on the list of current programs. Nearly sixty percent

(59.2%) of staff responses pertained to the enhancement or expansion of existing programs; clearly staff see the continuance and strengthening of existing curricular offerings at the heart of NITI's future. Some 15.8 percent suggested adding to existing programs, and 25.0 percent had suggestions for program elimination and curtailment. Those suggestions, and the subjects suggested for adding to the curriculum, are presented in Table VIII-5c.

On average, individual NITI programs received 7.76 votes for expansion or enhancement. With a standard deviation of 7.31 votes, 5 program areas exceeded one standard deviation of staff support for expansion or enhancement: Agri-business technology, Business computer programming, Computer technology, Electronic technology, and Information processing technology (See Table VIII-5b). As with other groups surveyed, computer-related and business-related subjects were recommended for program enhancement and/or expansion.

An average NITI program received 2.07 votes for addition. Some programs are offered at only one campus or are offered in blocks during day instruction. With a standard deviation of 3.61 votes for addition, 4 program areas exceeded one standard deviation on staff support: Computer technology, Electronic technology, Medical coder transcriptionist and Medical coder technician. As with other groups surveyed, Staff favored business, computer and health related fields for addition to the NITI curriculum. Those fields are presented in Table VIII-5b.

Staff were also given the opportunity to indicate other subjects and programs not on the list of current NITI programs. Table VIII-5d presents the varied recommendations. Several people suggested that certain programs should be enhanced from certificate associate degree status, while others should be transferable (i.e., Career Option programs). Staff perceptions of the demand for Career Option programs and B.A./B.S. subjects is explored further in a subsequent section.

A number of programs were recommended for discontinuance by the staff. Apparently, the Agri-business technology program is quite controversial among staff, since it was recommended for both expansion and curtailment. Apparently, some staff think there is a bright future for the field, while others see it as a target for elimination. With individual programs receiving an average 3.27 votes for discontinuance, and with a standard deviation of 6.64 votes, four programs were recommended for curtailment: Agri-business technology, Dairy herd management, Dental assisting, and Welding. (See Table VIII-5c).

Another way of viewing the program data in Table VIII-5b is to examine the composite rating each program area received and the percentage of votes comprising that rating. The number of votes a program received for expansion and enrichment were combined with the number of votes for addition; the number of votes for curtailment was subtracted from the total, then this figure was divided by the overall votes for the program. In this way, the composite rating was calculated. With an average composite rating of .56 and a standard deviation of .55, no program received a composite rating greater than one standard deviation above the mean (1.11). Eight programs received composite ratings more than one standard deviation below the mean (+.01): Agri-business technology, Dairy herd management, Dye design, Farm implement management, General machinist, Plastic mold design, Tool design and Welding (See Table VIII-5c). Several of these staff recommendations parallel the subjects of low demand in the High School Senior Survey, the NITI Current Student Survey and the Alumni Survey.

In general, the curricular trends represented in this analysis of NITI programs is away from selected certificate and diploma programs and toward the enhancement of business, computer-related and health professions programs which may be transferable. NITI Staff believe that the majority of programs should be continued and strengthened. Approximately one-quarter of programs should be cut-back, curtailed or eliminated. The resources saved from program curtailment and reduction could then be applied to the enhancement and expansion of those programs perceived to be in highest demand.

N. Table VIII-5b. Program expansion, curtailment

Courses/programs that should be:	Expanded/ Strengthened		Added		Eliminated/ Curtailed		Composite Rating	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1. Accounting specialist	8	2.5%	0	.0%	1	1.2%	.78	1.68%
2. Agri-Business Technology	15	4.7%	0	.0%	30	35.3%	-.33	8.38%
3. Associate Degree Nursing	10	3.1%	0	.0%	0	.0%	1.00	1.86%
4. Auto Body Repair	4	1.3%	0	.0%	1	1.2%	.60	.93%
5. Auto Mechanics	13	4.1%	0	.0%	1	1.2%	.86	2.61%
6. Auto Technology	5	1.6%	0	.0%	0	.0%	1.00	.93%
7. Bookkeeping/Accounting	4	1.3%	0	.0%	0	.0%	1.00	.74%
8. Business Computer Programming	20	6.3%	0	.0%	0	.0%	1.00	3.72%
9. Carpentry	7	2.2%	0	.0%	1	1.2%	.75	1.49%
10. Clerical	7	2.2%	0	.0%	0	.0%	1.00	1.30%
11. Commercial/Residential Electrician	4	1.3%	2	2.4%	0	.0%	1.00	1.12%
12. Computer Technology	41	12.9%	11	12.9%	1	1.2%	.96	9.87%
13. Contracted Vocational Education	11	3.5%	0	.0%	2	2.4%	.69	2.42%
14. Cosmetology	4	1.3%	0	.0%	3	3.5%	.14	1.30%
15. Dairy Herd Management	4	1.3%	0	.0%	27	31.8%	-.74	5.77%
16. Dental Assisting	4	1.3%	1	1.2%	0	.0%	1.00	.93%
17. Diesel Mechanics	6	1.9%	2	2.4%	2	2.4%	.60	1.86%
18. Dye Design	1	.3%	0	.0%	5	5.9%	-.67	1.12%
19. Early Childhood	11	3.5%	1	1.2%	0	.0%	1.00	2.23%
20. Electronic Technology	22	6.9%	13	15.3%	0	.0%	1.00	6.52%
21. Environmental technician	14	4.4%	6	7.1%	5	5.9%	.60	4.66%
22. Farm implement mechanics	4	1.3%	0	.0%	6	7.1%	-.20	1.86%
23. General machinist	3	.9%	2	2.4%	5	5.9%	.00	1.86%
24. Heating / Air conditioning	3	.9%	0	.0%	2	2.4%	.20	.93%
25. Human services technician	11	3.5%	6	7.1%	1	1.2%	.89	3.35%
26. Industrial electrician	7	2.2%	2	2.4%	1	1.2%	.80	1.86%
27. Information processing technician	15	4.7%	2	2.4%	0	.0%	1.00	3.17%
28. Licensed practical nursing	7	2.2%	0	.0%	5	5.9%	.17	2.23%
29. Marketing	3	.9%	2	2.4%	4	4.7%	.11	1.68%
30. Marketing management	4	1.3%	0	.0%	1	1.2%	.60	.93%
31. Mechanical technology	3	.9%	2	2.4%	0	.0%	1.00	.93%
32. Medical Coder Transcriptionist	3	.9%	12	14.1%	1	1.2%	.88	2.98%
33. Medical Recorder Technology	5	1.6%	12	14.1%	1	1.2%	.89	3.35%
34. Office specialist	6	1.9%	0	.0%	2	2.4%	.50	1.49%
35. Plastic Mold Design	1	.3%	1	1.2%	4	4.7%	-.33	1.12%
36. Radiologic technology	2	.6%	2	2.4%	0	.0%	1.00	.74%
37. Respiratory therapy technician	5	1.6%	2	2.4%	0	.0%	1.00	1.30%
38. Secretarial	7	2.2%	0	.0%	0	.0%	1.00	1.30%
39. Tool design	1	.3%	2	2.4%	3	3.5%	.00	1.12%
40. Welding	2	.6%	0	.0%	19	22.4%	-.81	3.91%
41. Word processing	11	3.5%	2	2.4%	0	.0%	1.00	2.42%
Totals:	318	59.2%	85	15.8%	134	25.0%		
Maximum	1		0		0		-.81	
Minimum	41		13		30		1	
Average	7.76		2.07		3.27		.56	

Courses/programs that should be:	Expanded/	Added	Eliminated/	Composite Rating
Standard Deviation	7.31	3.61	6.64	.55

O. Table VIII-5c. Program recommendations

Courses/programs that should be:

Expanded / Strengthened	Number	Percent
2. Agri-Business Technology	15	4.7%
8. Business Computer Programming	20	6.3%
12. Computer Technology	41	12.9%
20. Electronic Technology	41	12.9%
27. Information processing technician	15	4.7%
Added		
12. Computer Technology	11	12.9%
20. Electronic Technology	13	15.3%
21. Environmental technician	13	15.3%
32. Medical Coder Transcriptionist	12	14.1%
33. Medical Recorder Technology	12	14.1%
Curtailed / Eliminated		
2. Agri-Business Technology	30	35.3%
15. Dairy Herd Management	27	31.8%
40. Welding	19	22.4%
Highest Composite Ratings:		
None (above one standard deviation about the mean)		
Lowest Composite Ratings:		
2. Agri-Business Technology	-.33	8.38%
15. Dairy Herd Management	-.74	5.77%
18. Dye Design	-.67	1.12%
22. Farm implement mechanics	-.20	1.86%
23. General machinist	.00	1.86%
35. Plastic Mold Design	-.33	1.33%
39. Tool design	.00	1.33%
40. Welding	-.81	4.65%

P. Table VIII-5d. Other program / subject additions

Other programs / subjects staff recommend should be added:

alternative agriculture
arts and sciences
associate degree
athletic program
bio-medical technology
building materials
certified auto technician
communications
computer assistants
computer electronics
computer repair
computer science
construction technology
court reporting
dental hygiene
drafting
electronics
entrepreneurship
farm management
fashion
foodservice
hazard waste treatment
health programs
horticulture
interior decorating
laser technology
legal secretary/assistants
liberal arts
medical records
medical technology
nutrition aide
occupational therapy
paralegal
refrigeration
radio/tv broadcasting
robotics
small business management
solar technology
speech writing
support for handicapped
telemarketing
transfer credit
wiring

Q. Suggested B.S./B.A. & Career Option subjects

Tables VIII-7e and VIII-7f show which programs should be added to NITI's curriculum from the lists of B.A./B.S. subjects and Career Option subjects (lists #2 and #3 on the NITI Staff Survey). The lists were comparable to those presented in the questionnaires used with other survey groups. Like the other surveys, the lists were not labelled "B.A./B.S. subjects" or "Career Option Programs", but rather "List #2" and "List #3" in order not to unduly lead respondents. With an average of 7.04 votes per item and a standard deviation of 7.56 votes, those B.A./B.S. subjects with votes more than one standard deviation above the mean were: Computer and Information Sciences (13.68%), English (16.84%), Math (8.95%), and Writing (6.32%).

R. Table VIII-5e. B.S./B.A. subjects

B.S./B.A. subjects	Number	Percent
42. Agriculture	3	1.6%
43. Applied design	1	.5%
44. Anthropology	2	1.1%
45. Biology	8	4.2%
46. Chemistry	5	2.6%
47. Computer and Information Sciences	26	13.7%
48. Dramatic arts	5	2.6%
49. Economics	1	.5%
50. Education	9	4.7%
51. Engineering	7	3.7%
52. English	32	16.8%
53. Foreign Languages	5	2.6%
54. Geography	1	.5%
55. Health professions	6	3.2%
56. History	14	7.4%
57. Home economics	5	2.6%
58. Literature	8	4.2%
59. Mathematics	17	8.9%
60. Music	1	.5%
61. Philosophy	1	.5%
62. Physics	2	1.1%
63. Political science	3	1.6%
64. Prelaw	6	3.2%
65. Psychology	3	1.6%
66. Sociology	3	1.6%
67. Statistics	4	2.1%
68. Writing	12	6.3%
Total	190	100.0%
Minimum	1	.5%
Maximum	32	16.8%
Average	7.04	3.7%
Standard Deviation	7.56	4.0%

S. Table VIII-5f. Career Option programs

Career Option Programs	Number	Percent
69. Aviation / airport management	7	3.7%
70. Business and management	7	3.7%
71. Business data processing	1	.5%
72. Child care management	7	3.7%
73. Clerical receptionist	1	.5%
74. Commercial art	11	5.8%
75. Communications media technology	17	9.0%
76. Community corrections	2	1.1%
77. Community services	3	1.6%
78. Computer-aided drafting and design	12	6.3%
79. Educational assisting & training	4	2.1%
80. Environmental control technology	8	4.2%
81. Fire control and safety	2	1.1%
82. General business	6	3.2%
83. General business banking	0	.0%
84. General merchandise	1	.5%
85. Handicapped services	4	2.1%
86. Health care administration	5	2.6%
87. Horticulture	7	3.7%
88. Human services	6	3.2%
89. International marketing	3	1.6%
90. Journalism	6	3.2%
91. Labor/industrial relations	2	1.1%
92. Legal assisting	9	4.8%
93. Legal secretarial	11	5.8%
94. Management development	3	1.6%
95. Medical secretarial	10	5.3%
96. Nursing	0	.0%
97. Radio/television broadcasting	7	3.7%
98. Real estate	3	1.6%
99. Recreation enterprises management	5	2.6%
100. Rehabilitation services	5	2.6%
101. Renewable natural resources	6	3.2%
102. Retail sales merchandising	1	.5%
103. Sales / marketing management	2	1.1%
104. Transportation management	5	2.6%
Total	189	100.0%
Minimum	0	.0%
Maximum	17	9.0%
Average	5.25	2.8%
Standard Deviation	3.80	2.0%

T. Suggested Career Option subjects

The trend noted earlier in the Staff Survey away from certificate and diploma programs and toward associate degree and career option programs was further confirmed in the NITI staff's recommendations relative to Career Option Programs (List #3). As can be seen in Table VIII-5f, there was an average of 3.25 votes per program with a standard deviation of 3.8 votes. Twelve Career Option Programs received more than one standard deviation above the mean in votes:

69.	Aviation / airport management	7	3.7%
70.	Business and management	7	3.7%
72.	Child care management	7	3.7%
74.	Commercial art	11	5.8%
75.	Communications media technology	17	9.0%
78.	Computer-aided drafting and design	12	6.3%
80.	Environmental control technology	8	4.2%
87.	Horticulture	7	3.7%
92.	Legal assisting	9	4.8%
93.	Legal secretarial	11	5.8%
95.	Medical secretarial	10	5.3%
97.	Radio/television broadcasting	7	3.7%

As with other survey findings, business-related, computer-related and health professions fields predominated the recommendations. NITI Staff were also given the option of writing in subjects not printed on the survey. A variety of miscellaneous suggestions were received:

computer graphic
computer repair
court reporting
law enforcement
masonry
robotics
restaurant management
telemarketing
telecommunications

Again, with some exceptions, the write-in suggestions were business and management related and computer-related subjects.

U. Table VIII-6. Groups served by NITI

Staff rating of how well NITI serves the following groups:	Superior	Average	Poor	Don't Know	Composite Rating
Area vocational high	29	63	28	49	2.01
school students	17.2%	37.3%	16.6%	29.0%	Average
High school special	26	54	31	58	1.95
students	15.4%	32.0%	18.3%	34.3%	Average
College transfer students	28	57	30	53	1.98
	16.7%	33.9%	17.9%	31.5%	Average
Continuing education					
Vocational	38	71	19	40	2.15
	22.6%	42.3%	11.3%	23.8%	Average
Recreational/hobby	33	71	15	49	2.15
	19.6%	42.3%	8.9%	29.2%	Average
Adult Basic Education	65	64	0	37	2.50
and GED students	39.2%	38.6%	.0%	22.3%	Superior
Senior Citizens	15	54	25	74	1.89
	8.9%	32.1%	14.9%	44.0%	Average
Minority students	22	44	19	80	2.04
	13.3%	26.7%	11.5%	48.5%	Average
Business/Industry	38	62	11	55	2.24
	22.9%	37.3%	6.6%	33.1%	Average
Public service agencies	31	61	7	66	2.24
	18.8%	37.0%	4.2%	40.0%	Average
Labor unions/professional	17	49	11	90	2.08
organizations	10.2%	29.3%	6.6%	53.9%	Don't Know
Disabled students	26	71	18	53	2.07
	15.5%	42.3%	10.7%	31.5%	Average
Part-time students	32	82	18	35	2.11
	19.2%	49.1%	10.8%	21.0%	Average
Adult re-entry students	50	75	11	31	2.29
	29.9%	44.9%	6.6%	18.6%	Average
Developmental studies	23	47	8	89	2.19
students	13.8%	28.1%	4.8%	53.3%	Don't Know
TOTAL	473	925	251	859	2.13
Total percent	18.9%	36.9%	10.0%	34.3%	Average
Maximum	15	44	0	31	1.89
Minimum	65	82	31	90	2.50
Average	31.5	61.7	16.7	57.3	2.13
Standard deviation	12.7	11.0	9.0	18.9	.15

V. Quality of NITI service to student groups

The staff members were asked to rate how well NITI serves various groups of people; the results of those inquiries are shown in Table VIII-6. Overall, the NITI Professional and Support Staff gave slightly above average ratings to how well the college is serving the various groups (composite rating = 2.13). Not only do staff give NITI service an "average" rating, but also, an average of 34.3 percent of staff claimed not to know how well NITI is serving these groups. Only NITI's service to Adult basic education and GED students received a superior rating (2.50). The staff members felt that senior citizens, high school special students, and transfer students were not served as well as they could be by NITI. Fifty-four percent (53.9%) of staff did not know how well NITI served labor organizations and professional associations; fifty-three percent (53.3%) of staff did not know how well NITI served developmental studies students.

Two problems emerge from this data. First, NITI staff do not have a high image and expectation for the institution. Recall from the High School Senior Survey that for every student who chooses to attend NITI, another student will go out-of-district to a vocational technical institute and two other students will go out-of-district to a public community college. The college leadership needs to guide the staff in raising expectations of quality of service to clientele. Second, the college leadership needs to enact a concerted program to inform professional and support staff of the activities and accomplishments of their peers. A significant number of staff just seem unaware of the activities and accomplishments of other NITI programs and services.

W. Staff opinions regarding community college status

Among the groups surveyed, NITI Professional and Support Staff provided the strongest support for community college status. However, all groups (as will be seen in the next section) endorse the value of a community college in Merged Area I for all the reasons and goals traditionally associated with public, comprehensive community colleges (Cohen and Brawer, 1982).

NITI Staff (85.5%) think that a community college would be the first choice of a number of students in Merged Area I. Eighty-seven (87.3%) agree of strongly agree with the idea that a community college would also serve those who could not attend the college of their choice. Strong majorities believe that stricter admissions requirements (83.7%) and tougher academic standards (85.1%) at the universities make it important to have a community college in the area. About seventy-two percent of the staff agree or strongly agree with the statements that unemployment individuals would choose to attend a community college (72.7%) and persons wishing to maintain a part-time job to defray expenses would be served well by a community college (71.6%). Eighty percent of staff believed that the low cost of attending a public community college was an important factor, and 88.5 percent agreed that people would choose a community college because it was within commuting distance of their home. Eighty percent of staff felt that a community college would be of benefit to those working full-time who wished to enroll on a part-time basis. Sixty-one percent (60.6%) of staff disagreed with the statement that there were plenty of higher education opportunities in the area, and 87.9 percent strongly disagreed or disagreed with the statement that people in Merged Area I would not go to a community college.

In sum, Staff think community college status for NITI would benefit those groups traditionally served by community colleges.

STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Overall Rating
33. A community college would be the first choice for a number of people.	99 60.0%	42 25.5%	12 7.3%	7 4.2%	5 3.0%	4.35 Agree
34. People would go to a community college if they could not go to the college of their choice.	82 49.7%	62 37.6%	14 8.5%	4 2.4%	3 1.8%	4.31 Agree
35. The rising admissions standards at the state universities make it important to have a community college in the area.	94 57.0%	44 26.7%	17 10.3%	7 4.2%	3 1.8%	4.33 Agree
36. People in this area would go to a community college if they could not get a full-time job.	53 32.1%	67 40.6%	38 23.0%	6 3.6%	1 .6%	4.00 Agree
37. People would go to a community college because they could get a part-time job and have enough money to pay for their education.	59 35.8%	59 35.8%	34 20.6%	10 6.1%	3 1.8%	3.98 Agree
38. People would go part-time to a community - college and could also work full-time.	75 45.5%	57 34.5%	24 14.5%	5 3.0%	4 2.4%	4.18 Agree
39. People in this area would not go to a community college.	4 2.4%	2 1.2%	14 8.5%	47 28.5%	98 59.4%	1.59 Disagree
40. Because of tougher academic standards at the universities, it is important to let students have assistance in study skills and a second chance at a college education.	74 45.4%	65 39.9%	14 8.6%	7 4.3%	3 1.8%	4.23 Agree
41. People would go to a community college because it is within driving distance of home.	77 46.7%	69 41.8%	14 8.5%	5 3.0%	0 .0%	4.32 Agree
42. People would go to a community college because it is the least expensive way to get a college education.	76 46.1%	56 33.9%	25 15.2%	8 4.8%	0 .0%	4.21 Agree
43. There are plenty of opportunities for anyone who wants a college education in this area.	6 3.6%	31 18.8%	28 17.0%	52 31.5%	48 29.1%	2.36 Disagree

Y. Summary and Conclusions from the NITI Staff Survey

The NITI Professional and Support Staff Survey was administered to 204 staff during April and May 1987. After the initial mailing and a follow-up to non-respondents, 180 usable returns were received, resulting in a return rate of 88.2 percent. The overwhelming majority of staff had worked at NITI for 6 years or more (70.6%) and were employed full-time by the institution (77.7%). Thus, the respondents had a substantial and prolonged experience with NITI. It was noted that engender some bias, since staff have a vested interest in the operations and success of the institution. However, as a group, the Staff have daily exposure to NITI programs and services, and that experience spans a significant number of years in most cases.

Survey respondents were asked to rate the support services for students, the instructional programs, and how well they thought the institution was serving various groups. Consistently, a significant proportion of staff -- from one-quarter to one-third -- indicated that they did not know the quality of the support services, the instructional programs, or how well the institution was serving a particular target group. Significant proportions of staff didn't know about the accuracy of information provided to students prior to enrolling (31.8%), the adequacy of general admissions procedures (25.9%), the student billing and payment procedures (34.1%), the quality of counseling services (22.4%), student career planning (24.1%), community cultural programming (31.8%), availability of student employment (25.9%), veterans services (47.6%), availability of counselors to students (28.8%). Many staff also claimed they didn't know about the availability of housing near campus for students (24.1%), the financial aid counseling (27.1%), work study opportunities (24.1%), financial aid information (29.4%) or financial aid awards (35.3%). It was noted that financial aid and work-study opportunities were important to the high school seniors and current NITI students, and staff should be prepared to converse with students about NITI services in those areas.

Significant proportions of professional and support staff also claimed lack of knowledge about student health services (40.6%) and student health insurance (61.2%). When asked to rate specific NITI instructional programs, many staff indicated that they didn't know enough about the program to rate it. When asked how well NITI serves various groups, an average of 34.3 percent of the staff indicated that they did not know. Particularly high proportions of staff did not know how well NITI served labor unions and professional groups (53.9%) and developmental studies students (53.3%).

Specific action is needed to improve staff knowledge of and understanding of NITI programs and services. Such knowledge is important to taking pride in the work environment. Also, two-year colleges traditionally attract those student groups least likely to persist to their educational goals. Students who have family responsibilities which interfere with continuing their education. Students with limited finances. Students with academic deficiencies. Students who are undecided about what career or academic goals they aspire to. These students do not persist well in a bureaucratic environment where only one office knows the answer to specific questions. Successful student retention programs are built upon staff understanding of the instructional programs and key support services that the college offers and staff willingness to help students find immediate solutions to problems. In successful retention programs, maintenance, secretarial, instructional and counseling staff share the responsibility of understanding college services and helping students find and use those services. The findings of the Staff Survey indicate that improved understanding and communication between organizational units and individuals at NITI is needed.

The staff who were familiar with the services, programs and clientele of the institution generally gave positive ratings. Neutral ratings were given to cultural programming for the community, availability of counselors, the adequacy of the student center, bookstore, student housing, campus security and places for students to relax between classes. Neutral ratings were also given to student health services, student health insurance, parking and food service.

Professional and support staff recommended that the programs in Information Processing Technician, Electronic Technology, Computer Technology, Business Computer Programming and Agri-Business Technology be expanded or enhanced. They endorsed the addition of programs in Medical Record Technology, Medical Coder Transcriptionist, Electronic Technology and Computer Technology. They advocated the elimination or curtailment of programs in Agri-Business Technology, Dairy Herd Management, Dental Assisting, and Welding. It was noted that the staff were quite divided as to the merits and future of Agri-Business Technology; some strongly recommended its enhancement, while others, its elimination. Programs receiving lowest composite ratings were: Agri-Business Technology, Dairy Herd Management, Dye Design, Farm Implement Mechanics, General Machinist, Plastic Mold Design, Tool Design, and Welding.

Staff recommended the inclusion of certain B.A./B.S. subject areas, including Computer and Information Sciences, English, Math, and Writing. The inclusion of these basic skill undergraduate subjects suggested the need for a more substantial and cohesive general education curriculum, plus a transferable program in computer-related subjects. Staff recommended the inclusion of 14 Career Option Programs: Aviation / airport management, Business and management, Child care management, Commercial art, Communications media technology, Computer-aided drafting, Environmental control technology, Horticulture, Legal assisting, Legal secretary, Medical secretary, and Radio television broadcasting. Staff tended to recommend the strengthening and addition of business-related, computer-related and health professions curricula. Staff tended to recommend the curtailment of specific certificate or diploma vocational programs and to recommend the enhancement, enrichment and development of specific Career Option Programs. Staff indicated that the vocational technical programs should remain as the core of NITI's educational endeavors, but that transferable career option programs in business, computer and health professions fields should be developed.

NITI Staff thought that community college status would benefit a number of students in Merged Area I, particularly those affected by rising admissions criteria and tougher academic standards at universities, those who desire to work full-time and go to college part-time, those who want to work part-time and attend college full-time, and those who are currently unemployed. That a community college is within driving distance of work and home and that it may be the least expensive form of higher education were also seen as important factors. NITI staff do not think there are sufficient college educational opportunities in Merged Area I and they disagree with the notion that students would not go to a community college. The results of the NITI Professional and Support Staff survey indicate that a primarily vocational technical curriculum, transferability of specific programs and therefore, community college status are urged.

IX. Summary, Conclusions and Recommendations

A. Introduction

The purpose of the NITI Needs Assessment Study was to examine the constituents and clients of Northeast Iowa Technical Institute to determine if the present mix of vocational-technical and adult education programs and services is optimal meet the needs of the residents of Merged Area I. Particular attention was given to the question of whether NITI would best serve its constituent communities as a vocational-technical institute or as a community college. Increased pressures on the college from the crisis in the Iowa economy, shifting enrollment patterns and the intensified competition among college graduates for jobs make important for the college to assess its educational impact. The impact of the college may affect a variety of individuals and groups:

* future students, current students, and former students;
* area businesses, major employers, and the business / labor / professional leaders serving on NITI program advisory committees;
* area householders and taxpayers;
* current NITI staff;

Thus, the NITI Needs Assessment Study conducted by Iowa State University investigated these groups' awareness and use of NITI programs and services, the extent to which NITI is meeting the needs of these groups, and the extent of any unmet needs. Particular attention was given to the potential need for additional general education within the curriculum and the local demand for arts and sciences subjects as an integral part of the NITI mix of programs and services. A series of specific questions were posed to each constituent group regarding the value of a public comprehensive community college for Merged Area I. Each question addressed a different and historically distinct role served by a community college. Fifty recommendations are included for the seven areas addressed by the study.

NITI is a community-based, performance-oriented institution. Consequently, it involved its constituents, internal and external to the institution, during the needs assessment process. Such involvement not only provided valuable advice but also garnered support and enhanced community understanding of the institution. Two groups were involved in the Needs Assessment Study: the NITI Study Team and the NITI Needs Assessment Advisory Committee. The NITI Needs Assessment Study Team was comprised of NITI administrators, student services personnel, faculty and students. The role of the Study Team was to review and advise the project director of the validity and reliability of the needs assessment instruments and procedures, based on their working knowledge of the college environment. The NITI Needs Assessment Advisory Committee consisted of business, labor, civic and educational leaders drawn from throughout the Merged Area I District. The Acting Superintendent/President and the administrative council selected the Needs Assessment Advisory Committee. Except for the Acting Superintendent/President, who chaired the group ex officio, and the project director, this Advisory Committee group consisted of community leaders from outside the institution. The role of the Advisory Committee was to review and advise the project director of the validity and reliability of the needs assessments instruments and procedures, based on their working knowledge of the business, civic, and educational communities and institutions within Merged Area I. Each questionnaire used in the study and each procedure used was first reviewed by the internal NITI Study Team. Once the revisions and editing suggested by the Study Team had been incorporated, the questionnaires and procedures were then reviewed and edited by the NITI Advisory Committee. Through this two step process, each question and each method used in the Needs Assessment Study was evaluated for fairness, accuracy and appropriateness.

The following sampling techniques were used in surveying the corresponding NITI constituent groups:

Population	Technique	Number	Return	Rate
- High school seniors	Total population	3,285	2,571	82.9%
- NITI students	Total population	876	685	78.2%
- NITI alumni	10% random sample	954	307	32.2%
- Area householders	10% random sample	7,992	2,570	32.2%
- Area business people	10% random sample	965	217	22.5%
- Major employers	Selective, interviews	16	16	all
- NITI program advisory committees	Total population	327	217	66.4%
- NITI staff	Total population	204	180	88.2%

The purpose of the study was to determine the present and future needs of the constituents of Northeast Iowa Technical Institute. It was assumed that survey respondents gave their opinions honestly and accurately, and that they were not unduly influenced by any major events occurring during March and April 1987, when the surveys were completed. In the few instances when survey responses were received which did not conform to these assumptions, they were omitted from the study and were so noted in this report.

The findings reported here indicate the need for certain types of postsecondary educational programs, services and activities. It was beyond the scope of this study to determine how best to provide these services or the financial efficacy of providing such services. In essence, the NITI Needs Assessment Study was not a feasibility investigation, and therefore, the Board of Directors of Northeast Iowa Technical Institute is advised to commission financial feasibility studies for all major programmatic or service changes it may choose to adopt as a result of this study.

B. Recruiting, Marketing and Counseling

1. High school students

Eighty-five percent (85%) of the 1987 high school graduating classes plan to leave the area to continue their education. In some high schools, greater college counseling and guidance is needed, since the proportion of those not planning to go to college is unusually high. The independent colleges and universities in Merged Area I can attract a greater proportion of those students planning to go to a liberal arts college, since more than half of those seniors seeking a liberal arts college choose one within the area. NITI can attract a greater proportion of those students planning to attend a two-year college, since 3 out of 4 high school seniors with such plans will now choose NITI. The problem of out-migration can be reduced through increased information about college programs and services within Merged Area I, and with a program / service mix which is attractive to the students of the area.

The High School Survey data showed that students who plan to enroll in liberal arts colleges inside or outside Merged Area I, or plan to attend a public university, were significantly different and distinct from those who choose to attend a community college or vocational technical institute. Those planning to enter college immediately after graduation, the majority of whom were enrolled in a college preparatory program and earned B or better grades, chose a public university or a liberal arts college to attend. Those who were undecided or unable to attend college, those who earned less than a B average, and those who enrolled in a high school agriculture, business or commercial, general or trades and technical curriculum were interested or planning to enroll in either a community college or a vocational technical institute. Fewer than 15 percent of those considering a liberal arts college would choose to attend a community college, and they would choose a community college only as a "backup" selection, if unable to attend their preferred college or university.

Historically, students who need assistance in improving their academic ability so that they can succeed in college have turned to local public two-year colleges. These are students who otherwise would not have attended college; they are not students who would normally be able to enroll in either the public universities or the private liberal arts colleges (Cohen and Brawer, 1982; Roueche and Snow, 1978). While many colleges and universities have academic assistance programs, the public Area Colleges of Iowa are charged by state statute to provide a "second chance" for those who did not perform well in high school. As the admissions standards are strengthened at the Iowa public universities and many of the independent colleges, the need to provide an opportunity for individuals to better themselves despite weak high school academic achievement becomes particularly important. Social mobility dictates that if an individual is successful in the world of work, he or she should not be inhibited from gaining additional skills, knowledge and abilities in post-secondary education because of poor decisions made in high school. Without open admissions, open access postsecondary education, the fate of individuals throughout life would be cast solely by their high school grades. Maintenance of open admissions, open access postsecondary education is particularly important for those graduating seniors who otherwise may plan not to continue their education. Another traditional function of a local public two-year college is to provide an opportunity for students of limited financial ability to continue their education. Again, this tends to be a student group who otherwise would not attend college, rather than students who are making choices among institutions (Cohen and Brawer, 1984, Parnell, 1987). In the NITI service area, 100 seniors, or 25 percent of those not planning to continue their education, list lack of sufficient funds as the reason for not attending college. These students need accurate information and financial planning assistance in order to determine whether it is feasible for them to continue their education through existing federal and state grant/loan programs. Often, the largest expense in attending a college is not tuition, residence fees or the cost of books; rather, it is the expense of not having an income to rely upon. For this reason, many students choose to work part-time and further their education on a part-time basis as well. A September 1987 **Chronicle of Higher Education** survey also indicates that students, parents and the general public think that it costs more to go to college than it really does, regardless of whether that education is at a public university, a private liberal arts college, or a public two-year college (Evangelauf, 1987).

A third substantial group of seniors not planning to continue their education beyond high school (96 seniors or 24%) are those who are undecided about their future. Comprehensive community colleges, as distinct from technical institutes, have the curricular structure to serve those students who are undecided about career and educational objectives. Community colleges have explicit commitments to students through services to assist individuals in making life choices. Community colleges offer both college-level general education and occupational curricula to enable undecided students to explore their postsecondary educational options (Koos, 1970; Lenning, 1977; Sheldon, 1983; Warren, 1985). This undecided group differs from those students in universities or liberal arts colleges who are undecided about their major or specialization in a number of way. First, this undecided group truly is uncertain of the benefits of postsecondary education, while the students-without-majors in universities and colleges have already made the choice to attend college. Secondly, this undecided group is uncertain about their career goals. They often ultimately choose a vocational or technical education program, but seek a haven to explore, learn and experience the difference between, for example, their high school business program, a two-year accounting program, and a baccalaureate program in accounting and business. The results of the survey of high school seniors indicates that there are a substantial number of such undecided students who, with concerted effort and services directed toward them, may choose to continue their education. These are students who otherwise would not choose to attend NITI or any other college in the area.

Most high school seniors (78.8%) knew little about the atmosphere, programs and services available at NITI. Many thought (68.1%), for example, that NITI offered curriculum that would enable them to transfer to a university after two years of study. Specific high schools were identified where the seniors' knowledge of NITI programs, services and learning environment were shown to be particularly low.

Recommendations:

1. **NITI should develop information, guidance and admissions practices directed specifically toward the needs of those high school seniors planning to attend a two-year college. The specific programs, services and needs of those students leaving Merged Area I to attend another two-year college should be targeted in this effort.**

2. **NITI should develop information, guidance and admissions practices directed specifically at the three underserved groups of high school seniors identified: a) those who are undecided, b) those who have perceived financial limitations inhibiting their college plans, and c) those who view their high school academic performance as a limitation to furthering their education.**

2. Current students

The college experience often produces the values, norms and behavior in students which is conducive to lifelong learning (Cross, 1984). NITI appears to have that effect on its students. Among those who indicated a first choice subject for additional study, 51.7 percent indicated interest in another NITI program, 24.4 percent indicated an interest in a bachelors degree program area, and 21.6 percent indicated an interest in a career option program area. When all three choices (first, second and third) were combined, 47.7 percent of students interested in furthering their education chose another NITI program, 27.2 percent indicated an interest in a bachelors degree program area, and 23.3 percent marked a career option program as an area of interest.

Recommendations

3. **NITI should develop an active program to encourage students to continue their education, where appropriate to student goals and abilities.**
4. **Students should be encouraged not to view their diploma, certificate or degree program as terminal education. A plan should be developed whereby students from one program area can select and explore related areas of study.**

5. **A curriculum study committee should examine high demand programs (see curriculum section) to determine the feasibility of enhancing their content so that they might serve as Career Option programs.**
6. **Faculty and instructional leaders in high demand NITI programs should visit and confer with their counterparts in nearby colleges and universities in order to determine what substance, method and purpose can be given to selected courses in order to prepare and enable students to transfer into related four-year programs of study.**
7. **Subjects such as Foreign Language, Music and Psychology may be majors beyond the scope and direction of NITI's curriculum. Nevertheless, there are substantial numbers of current NITI students indicating an interest in these subjects. Plans to articulate these subjects to nearby four-year colleges and universities should be developed.**
8. **Faculty and instructional leaders should visit and confer with counterparts at nearby colleges and universities**

Recall that substantial numbers of NITI students indicated that they considered the transferability of their coursework either an essential (36.8%) or valuable (37.9%) option (See Table III-2). The combined interest in bachelors degree subjects (27.2%) and career option programs (23.3) roughly approximates the level of interest in transferability. If coursework that was transferable to a bachelors program or was part of a career option program were available at NITI, then the proportion of students indicating that they plan to continue their education beyond graduation (43.4%) would probably also rise.

Over half of the NITI students are employed part-time, and that employment allows them to continue their education. Nearly half of the NITI students indicating interest in study beyond their current program were interested in a subject already offered by the institution. Effort should be made to encourage these students to pursue other program interests, as a second career, as personal development, or to increase occupational mobility. The vocational and technical programs of NITI need not be presented to students as terminal education. The current trend to educate students toward lifelong learning should be conscientiously planned.

While it is not unusual for two-thirds of the students entering college not to have read the catalog prior to admission (Richardson, Fisk & Okun, 1983), less than 8.6 percent of the current NITI students reported having received college information prior to enrolling, and less than 12 percent indicated that they had used the college catalog and admissions publications. These findings, when considered in relation to the low proportion of high school seniors who claimed they knew about NITI programs and services (See High School Survey), suggest that college information and marketing efforts are not reaching students. These findings reaffirm the need for greater efforts and resources to be devoted to informing and attracting those students who otherwise might not go on to college, those with limited financial resources to attend college, and those who are uncertain about what they plan to do after high school.

3. Alumni

Ten NITI programs commanded high interest among the responding NITI Alumni: Accounting Specialist, Associate Degree Nursing, Bookkeeping / Accounting, Business Computer Programming, Computer Operation and Programming, Electronic Technology, Mechanical Technology, Respiratory Therapy Technician, and Word Processing (See Table IV-3a). Bergquist et al (1982) point out that many colleges are capitalizing on their alumni's interest in furthering their education by providing them with information and incentives to take additional coursework with the college.

Recommendations:

9. **NITI should transfer the current Alumni mailing lists to a comprehensive database program where accurate records regarding graduates interests and employment can be continuously updated.**
10. **NITI should develop a plan for regularly informing alumni residing within Area I of program and course offerings.**
11. **NITI should endeavor to involve alumni in student orientation and campus open-house activities.**

4. Area businesses

Approximately one-third of area businesses (35.5%) have difficulty finding qualified employees within the area. Slightly less than half (43.8%) reported having to look for some personnel in other than the immediate community within which they are located. The types of occupations for which employers had difficulty finding qualified employees corresponded to a large degree with those arts and science and career option subjects in which high school seniors, current NITI students and Alumni had indicated an interest: Accounting, Education, Engineering, Health Care Professions, Sales and Customer Relations, and Secretarial / Clerical.

Area businesses were asked to indicate in what areas they feel they need assistance in employee education, training and development. The businesses indicated they had a moderate need for assistance in literacy and basic skills, short-term training sessions on specific needs, and upgrading a needed skill. A majority of the respondents indicated that they preferred to hold such training and development sessions on the Calmar or Peosta campuses, or in a convenient local facility. They indicated a preference for morning and late afternoon classes during the first four working days of the week, Saturday morning and Sunday afternoon sessions. They did not feel a need for courses leading to an associate degree. Again, these results may indicate that greater effort can be made to explain and promote the value of the associate degree.

5. Area adult residents

NITI offers programs, courses and services to individuals, employers, professionals, and community groups in most communities within Merged Area I. The majority of advisory committee members thought this practice was worthwhile and should be continued. Over thirty percent of the respondents (31.34%) felt NITI should expand their services and only a small number suggested that NITI either cutback (1.84%) or eliminate (2.30%) programs. Only a small percentage of NITI Advisory Committee members (13.36%) have attended classes at a local high school. Perhaps the support for adult and continuing education would have been greater if advisory committee members were sought out as participants in local courses, programs and activities.

The majority of Area Householders would like to see the level of service in Adult and Continuing Education in local communities continued (51.7%). Nearly one-fifth of the respondents (18.4%) did not know whether classes in local communities should be expanded, continued or reduced, and only a small percentage of Area residents (13.36%) have attended classes at a local high school. These findings suggest a positive evaluation of NITI's efforts to bring courses, programs and activities to local communities. Also, there appears to be room for further development of marketing and public information relative to these courses, since less than 7 percent of all adults served indicated they had ever enrolled.

While significant numbers of individuals use and enroll in adult education in the area, it appears that the base of participation is narrow; a minority of individuals repeatedly enroll for programs and courses in local communities.

Recommendations:

12. NITI Advisory Committee members should receive regular information on programs and services, not just literature pertinent to the program they advise.
13. NITI should develop a plan to broaden the participation in adult and continuing education courses, programs and activities.

C. College support services

1. Financial Aid

The majority of high school seniors who go on to college will attend full-time (83%) and will be day-time students (97.6%). A large majority (83.6%) of students planning to attend college indicated they need financial aid in order to enroll in the college of their choice. Also, 83.2 percent of those seniors plan to work while in college in order to defray some of the expenses.

Financial aid information and part-time work opportunities should be a regular part of the information provided seniors about NITI programs, services and opportunities.

While Current NITI students give high marks to the financial aid assistance they receive at NITI, a very low percentage of students report receiving financial aid information (17.2%). This parallels the low percentages of students reported receiving other forms of NITI information (i.e., admissions information, college catalog) and the high proportion of high school students indicating little knowledge of NITI.

Forty-three percent (43.3%) of the alumni used the financial counseling services while 26.4% of the current students reported using this service. More alumni reported receiving financial aid information (36.5%) than did current students (17.2%). The decline in financial aid information and in receipt of admissions materials from alumni to current NITI students suggests a possible decline in the quality and extent of college counseling provided to prospective students.

Nearly a third of NITI staff were not knowledgeable about financial aid counseling (27.1%) and financial aid information (29.4%). One quarter (24.1%) did not know about work study opportunities and one-third did not know about financial aid awards available to attend NITI. Yet, the opportunity to work while attending college and the availability of student financial assistance are central issues guiding the college choice selections of high school seniors and are key factors in current NITI students educational plans.

Recommendations:

14. A informational packet or video-tape on financial assistance, financial aid counseling, work-study and part-time employment opportunities should be developed and distributed to graduating seniors in area high schools.

15. NITI admissions counselors should make discussion of financial assistance, financial aid counseling, work-study and part-time employment opportunities a regular part of their conversations with high school students and counselors.

16. Accurate information on the cost of attending NITI should be developed, including information on the money saved by living at home while attending college. Comparable information should be developed on the cost of attending college part-time while working. This information should be distributed to prospective students.

2. Catalog and admissions materials

About one-quarter of the alumni respondents indicated they used the college catalog and admissions publications which was a great deal more use than reported by the current students. This seems to suggest that at one time these services attracted prospective students attention but now they have lost some of their appeal to potential students.

Recommendation:

17. The distribution of the NITI catalog and admissions literature should be re-evaluated in order to determine ways to get such information in the hands of a greater proportion of students planning to attend the institution.

3. Cultural programs and activities

Many area residents are unaware that NITI provides cultural programs and activities to communities in Area I (composite rating = 3.34). Given the relatively low number of people who were aware of the personal development and growth goal of adult and continuing education courses, it would appear that respondents either are less aware of social, cultural and personal development course offerings, or they feel that such programs and services are not being provided by the institution. Responses on the High School Senior Survey, Current NITI Student Survey, Alumni Survey, Area Business Survey, Advisory Committee Survey -- all confirm the need for greater public awareness of this function of the institution.

Recommendations:

18. **NITI should include information on community, social and cultural activities with general college literature. NITI should work cooperatively with the sites housing local community programming to insure that the general public is aware of NITI's sponsorship of the program, service or activity.**
19. **NITI programs offered in local communities should be publicized to students and staff on-campus so that both have a better understanding and appreciation for the extent of services provided by the institution.**

4. Library usage

Only 13 percent of the students indicated that they had used the NITI library. Less than 11 percent said that they had evaluated an instructor. Given that informal faculty-student interaction is a primary factor in student retention (Pascarella, 1985), greater effort should be made to encourage students to interact with faculty. While technical institute students tend to spend more time learning in the laboratory than the library, the traditional emphasis of a technical institute on the "why" and "how" of an occupation (Smith & Lipsett, 1956) requires that students learn to think conceptually. Library usage, through class assignments and extra curricular activities, should be more strongly encouraged among students.

The use of the library services (14.7%), participation in the orientation program (19.2%), and evaluation of instructors (12.1%) were not heavily used by the alumni when they were students. The usage of these services is similar to the amount of use reported by the current students. It appears that some services are used less by current students than they were used by the alumni, suggesting a gradual decline in the utilization of the services. About six percent of the current students indicated they used the bookstore while 17.9% of the alumni used the bookstore. Employers expressed concern regarding the problem-solving, communication and interpersonal skill development in NITI graduates. A distinguishing feature of a postsecondary vocational technical program from a secondary program is the inclusion of concepts, theory and problem-assessment learning with skill development.

Recommendation:

20. A literacy task force should be established to examine the reading, writing, and listening skills requirements of courses on campus. The literacy project by Richardson et al can provide procedures and information collection instruments for the task force. The goal should be to identify and assess the expectations placed on students to read, write, speak, compute and analyze in their NITI programs of study.

5. Student orientation program

According to the reports of the 731 current NITI students surveyed, only about one-fourth of them (26.1%) used an academic advisor. About one-fifth of the students (22.8%) reported participation in a college orientation program. Participation in the orientation program was nineteen percent among alumni (19.2%) when they were students. The usage of these services is similar to the amount of use reported by the current students.

Recommendation:

21. **A task force should be appointed to investigate the college orientation program. This task force should be charged with the responsibility of recommending ways to increase student participation in orientation activities and/or alternate ways to orient students to NITI programs and services. A secondary responsibility of this task force should be to identify ways in which the orientation program may function effectively as part of a college-wide retention effort. A third responsibility of the task force should be to evaluate the role alumni may play (as role models) in an orientation program.**

6. Student health service

A limited number of students indicated their level of satisfaction with student health services and the student health insurance program. They indicated a lower level of satisfaction than with other services rendered by the college. While nearly three-quarters of all students indicated that they had occasion to use both services, only a few students gave their opinions regarding these services. Further investigation is needed to determine if any problems exist with these programs, since the data here was insufficient for generalization. NITI program advisory committee members also raised questions regarding the adequacy of student health services and student health insurance. Area residents are less certain that adequate health service and health insurance are available to students (Composite rating = 3.32). These findings parallel those reported in the NITI Current Student Survey and the NITI Advisory Committee Survey, where respondents were asked a comparable set of questions. Thirty-seven percent of NITI Staff (36.7%) reported they were dissatisfied or very dissatisfied with student health services.

Recommendations:

22. A study committee should be established to determine the nature and extent of dissatisfaction with student health service and student health insurance.

23. An ongoing Student Health Advisory Committee (SHAC), composed of faculty, students, and staff, should be convened to provide input and oversight to the student health services and activities.

7. Student housing

When those seniors planning to attend some two-year college were asked if they would be more likely to enroll at NITI if housing were available next to campus, half (50.0%) indicated that they would. Less than half of the advisory committee members (45.4%) believed that there is a "great" or "moderate" need for housing at both the Peosta and Calmar campuses. More committee members felt there was a moderate need for housing (37.10%) than those who felt there was a great need for housing (8.29%). They feel the need is somewhat greater at the Calmar (49.31%) campus than the Peosta campus (41.47%). Also, more than half of the Area residents (63.9%) believed that there is a "great" or "moderate" need for housing at both the Peosta and Calmar campuses. However, these same respondents were also uncertain as to whether students can find housing near the NITI campuses (Composite rating = 3.34). It should be noted that the questions posed to these groups gave no indication as to what type of housing might be preferable. Given the strength and consistency of these findings, it is advisable to inventory available housing adjacent to campus, increase efforts to publicize that housing, and reassess current student need for such facilities.

Over fifty percent of the NITI Staff (51.9%) were either dissatisfied or very dissatisfied with the availability of student housing. Twenty-four percent didn't know about available student housing; yet, this was found to be a factor influencing those students who planned to attend a community college rather than NITI (See High School Senior Survey).

Recommendations:

24. The college should assess further the demand for nearby student housing to determine if current private housing arrangements are meeting the needs of students. In the future, a tenant-landlord-college committee should be established to encourage communication between the groups.
25. Housing information should be provided as a regular part of the NITI information package given to high school seniors and high school counselors.
26. Available student housing information should be circulated among the NITI staff so that when they encounter students having difficulty locating housing, they have a ready resource with which to assist them.

8. Publicity and public relations

Most high school seniors (78.8%) know little about the atmosphere, programs and services available at NITI. Parental support and encouragement plays an important role in a high school student's decision to continue his/her education and his/her selection of a college. Parent's weekends, campus open houses, and effective communication of college programs and services to the local press can increase understanding about NITI, its opportunities and accomplishments.

Only about one-quarter of the businesses in Merged Area I use educational attainment (25.93%) as a way to promote and advance their employees. Of those that said they did use educational attainment as a criteria for advancement and promotion, all of the criteria listed in the survey received about the same percentage of responses. Less than one-third of employers (28.1%) use some form of educational attainment as criteria for promotion and advancement of employees. Continuing education units (CEU's), college credit, high school completion and vocational technical certificates are recognized as criteria by approximately 15 percent of employers using education as a criteria, while approximately 10 percent recognize the associate degree.

The American Association of Community and Junior Colleges (AACJC) has called upon its members to advance the value of the Associate Degree among businesses, citizens, alumni and students. As a member of AACJC, NITI may receive informational kits prepared to inform employers to the advantages of hiring individuals who have earned an associate degree and the advantages to recognizing the associate degree in promotion and pay decisions. The data from the Area Business Survey suggests that the associate degree is not as valued as the vocational certificate in promotion and advancement decisions. A specific goal for those NITI staff assigned to work with area businesses should be to provide information and advocate the value of the associate degree as a mark of educational accomplishment among employees.

While over half of the area businesses surveyed (52.37%) feel that NITI is adequately meeting their training and personnel needs, a sizable percentage (41.29%) of the businesses have had no contact with NITI. The lack of contact with NITI may be similar to the response by high school seniors who indicated that a large number of them were not familiar with NITI. For the high school students it seemed their lack of knowledge was the result of not receiving any information about NITI or if they did receive information it did not make any kind of impression on their awareness about NITI. There may a similar problem with the businesses. They may not have received information from NITI and could have used NITI's services or they may received it but the information did not attract their interest. This suggests that NITI make more of an effort to reach people, businesses in this case, to inform them and increase their awareness of what services are available. The High School Senior Survey, the NITI Alumni Survey, and the Area Business Survey demonstrated most people who do have contact with NITI feel good about the experience. This seems to suggest that if NITI gets people to enroll in their courses they do good job of educating them as students. They need to do more to increase awareness of and interest in NITI.

Of the sixteen major employers interviewed, those who had direct experience with NITI had positive comments about the educational programs and about the individuals serving as liaisons to business and industry. Many, however, felt that the college did not publicize its offerings well. Several mentioned that NITI, in their view, should become a community college. Yet, several others opposed the notion, viewing NITI as a direct competitor to the consortium of independent colleges and universities in the Dubuque area.

One-third (27.4%) of the NITI advisory committee members thought they knew little about NITI programs and services. Nearly one in five area households surveyed (17.5%) claimed to have no knowledge of NITI programs, services and activities. Nearly half (47.7%) said that they only had "slight" knowledge of NITI offerings. As with other constituents of Merged Area I, there seems to be an inadequate information about the current mix of NITI programs and services. The respondents to the Area Household Survey were most familiar with NITI's role in providing job entry skills in vocational / technical education; for this, respondents gave a 59.9 percent combined rating of "excellent" or "satisfactory." Over half of the respondents were familiar with NITI's role in providing for the training and retraining of workers in the area, and for this, they gave a combined 52.3 percent approval rating. Likewise, over half knew of the high school completion and GED programs of NITI, 54.5 percent of the respondents felt that the performance of this function was "satisfactory" or "excellent". NITI's personal growth and development courses offered through Adult and Continuing Education were less familiar to these Area residents; 50.4 percent were not aware of these services, as such. The lack of knowledge of NITI's commitment to and provision of services for disabled students was least known among those listed (68.3%). This important contribution of postsecondary education for students with disabilities -- a legislative mandate for Iowa Area Colleges -- was apparently little known in Merged Area I (68.3% marked "don't know").

As was the case in other surveys reported, Area Household residents who were familiar with NITI's mix of programs and services gave the institution moderately high approval ratings, but many of the respondents reported that they were unfamiliar with many of the activities of the college. This suggests that Area residents should continue to regularly receive boxholder mailers and flyers from the college, and that those publications should contain both general college and specific program information across the NITI curriculum -- not only to assist them in better understanding the institution they are supporting --

but also because their households are potential sources of future NITI students. Such information could constitute a page or more in the circular listing Adult and Continuing Education offerings.

Overall the NITI staff members rated campus services highly. The lowest rating was a "neutral" one given to campus media, underscoring that NITI informational problem is not only in the communities of the area, but also across campus.

Recommendations:

27. NITI should develop and implement a plan to review with area business people how they use educational criteria for advancement, promotion and pay.
28. NITI should develop and implement a plan to advance public understanding of the Associate of Applied Science and Associate of Applied Arts degrees. Distinguished alumni should be recognized as holders of the A.A.S. or A.A.A. degree. Those NITI staff working with employers of the area should make a regular and concerted effort to determine if employers understand the differences in educational attainment between diploma, certificate and associate degree graduates of NITI.
29. NITI should develop a specific public information and awareness campaign, utilizing not only local media, but also campuses open-houses, tours, faculty exchanges with business and industry counterparts, and special awareness programs for area business people.
30. Public statements about NITI's role among the higher education institutions of Merged Area I should emphasize the potential for cooperation and collaboration, rather than competition. That NITI

offers a unique curriculum and attracts students who would otherwise go out-of-district to another two-year college needs to be stressed in meetings with public officials, other college officials and the press. That NITI and the other colleges and universities of the region share a common problem -- that a disproportionately high percentage of students plan to leave the area to continue their education beyond high school -- should be an objective in a public information campaign.

31. NITI should involve its advisory committee members in the overall activities of the institution. When public events are scheduled at the college, advisory committee members should be invited and honored. Also, advisory committee members should regularly receive information about NITI programs and activities, not just those they advise.

32. NITI should target a general public information campaign toward increasing public understanding and awareness of NITI's role in providing local community personal development courses and activities, high school completion and GED programs, and special programs and support services for disabled students.

33. A section of the general boxholder mailer used to announce adult and continuing education should contain general information about the college. An ad hoc advisory committee comprised of adults who have taken such courses in local communities should advise NITI on the desired informational content of the mailer.

D. Curricular subjects

1. Overview

High school seniors planning to attend NITI, planning to attend a vocational technical institute, and planning to attend a community college all indicated interest in selected and specific career option programs and B.S./B.A. subjects. Given the large out-migration of students planning to attend a two-year college, it would appear that certain transfer-oriented subjects and career option programs should be seriously considered for inclusion in the NITI curriculum. Through a combined effort of increased information to high school seniors, their parents, and high school teachers and counselors and the inclusion of selected career option and lower division B.S./B.A. subjects, NITI should attract a greater proportion of those students planning to attend a two-year college.

The following tables present those NITI, B.S./B.A. and Career Option programs and subjects found to be in high demand or interest by the groups surveyed:

2. NITI programs expanded / enriched

a. Group Comparisons

NITI Programs	High School Seniors w/ NITI plans	High School Seniors w/ Votech Plans	High School Seniors w/ Com Col plans	Current NITI Students
Accounting Specialist			X	X
Agri-Business Technology				
Associate Degree Nursing				
Auto Body Repair	X	X	X	X
Auto Mechanics	X	X	X	X
Bookkeeping / Accounting	X	X	X	X
Business Computer Programing		X	X	
Carpentry				X
Clerical				
Computer Operation & Programming				
Computer Technology				X
Cosmetology	X	X		
Dental Assisting				
Diesel Mechanics				X
Early Childhood Education	X	X		
Electronic Technology				
Environmental Technician				

NITI Programs	NITI Alumni	Area Business
Accounting Specialist	X	X
Agri-Business Technology		
Associate Degree Nursing	X	
Auto Body Repair		
Auto Mechanics		X
Bookkeeping / Accounting	X	X
Business Computer Programing		X
Carpentry		
Clerical		X
Computer Operation & Programmin	X	X
Computer Technology		
Cosmetology		
Dental Assisting		
Diesel Mechanics		
Early Childhood Education		
Electronic Technology	X	
Environmental Technician		

b. Recommendations

The various groups about have differing levels of interest and different reasons for their interest in the above subjects. Nevertheless, of the available NITI programs, these demonstrated the greatest potential for further development, enhancement and student demand.

Recommendation:

34. NITI should examine each program in relation to the identified group(s) interested in the program. Programs should be rank ordered by potential for development and enhancement. Those programs of interest to students planning to leave Merged Area I to attend another two-year college should receive the greatest priority. The relationship between the curriculum of these programs and those Career Option programs listed in a subsequent section should be explored.

3. NITI programs curtailed / eliminated

a. Group Comparisons

NITI Programs	High School Seniors w/ NITI plans	High School Seniors w/ Votech Plans	High School Seniors w/ Com Col Plans
Agri-Business Technology			
Commercial-Residential Electrician			X
Contracted Vocational Education	X	X	X
Cosmetology			
Dairy Herd Management			
Dye Design	X	X	X
Environmental Technician			
Farm Implement Mechanics			
General Machinist			X
Industrial Electrician			X
Information Processing Technician	X	X	X
Licensed Practical Nursing			
Medical Coder Transcriptionist	X	X	
Medical Record Technology	X	X	
Plastic Mold Design	X	X	X
Tool Design			
Welding			

NITI Programs	Current NITI Students	NITI Staff
Agri-Business Technology		X
Commercial-Residential Electrician		
Contracted Vocational Education	X	
Cosmetology	X	
Dairy Herd Management		X
Dye Design	X	X
Environmental Technician	X	
Farm Implement Mechanics		X
General Machinist		
Industrial Electrician		
Information Processing Technician		
Licensed Practical Nursing	X	
Medical Coder Transcriptionist		
Medical Record Technology		
Plastic Mold Design	X	X
Tool Design	X	X
Welding		X

b. Discussion and recommendations

While certain subjects are both recommendation for enhancement and for curtailment by various of the groups surveyed, certain programs failed to marshal much interest among any of the groups.

Recommendations:

35. Some programs have high enrollments but low demand, as indicated in this report. NITI should explore ways of better representing and publicizing those programs.

36. For those programs with low enrollments and low demand, as indicated in this report, NITI should consider reallocating program resources to other, higher demand areas.

4. B.A./B.S. subjects included

a. Group Comparisons

B.S./B.A. Subjects	High School Seniors w/ NITI plans	High School Seniors w/ Votech Plans	High School Seniors w/ Com Col Plans
Agriculture	X	X	X
Computer & Information Science	X	X	X
Education			X
English			
Engineering	X	X	X
Foreign Languages			
Health Professions	X		X
Math			
Music			
Psychology			X
Writing			

B.S./B.A. Subjects	Current NITI Students	NITI Advisory Committees	NITI Staff
Agriculture			
Computer & Information Science	X	X	X
Education	X		
English			X
Engineering			
Foreign Languages	X		
Health Professions			
Math		X	
Music	X		
Psychology	X		
Writing		X	

b. Discussion and recommendations

Of the current NITI students, over one-quarter (27.2%) indicated an interest in a bachelors degree program area. Four B.A./B.S. subjects areas were of high interest to the responding NITI Alumni: Computer and Information Sciences, Engineering, Health Professions, and Psychology. These subject areas (except Health Professions) were also found to be priorities with the students planning to attend a two-year college, and were also priorities (except Engineering) with current NITI students. NITI's future, present and past students have consistent programmatic interest in these subjects. Again, the stability of interest in these program areas from future students, to present students, to Alumni suggests the strength of these specific B.S./B.A. subjects. This consistent interest on the part of potential, present and past NITI students, together with their consistent responses about the value of transferability of their coursework, indicates that articulation between the NITI programs and baccalaureate programs in the area would be highly desirable.

Given the rich and varied resources in higher education in the area, NITI officials should explore ways in which future NITI students may more readily avail themselves of these educational opportunities.

Recommendations:

37. NITI officials should make known to the four-year colleges and universities of the area the extent of student interest in continuing their education beyond their current NITI program.

38. NITI officials should confer with those colleges and universities of the area who may be interested in developing an articulated plan of transfer for those NITI graduates wishing to continue their education and pursue a bachelors degree.

39. NITI faculty and instructional leaders should meet and confer with their academic counterparts at four-year colleges and universities in order to determine the desired content, method and purpose of each course that, through enhancement and revision, may be acceptable for transfer.

40. NITI officials should consult with academic leaders and faculty of other colleges and universities of the area in the development of a general education curriculum that will effectively articulate to those colleges and to the public universities of the state.

41. NITI instructional officials should examine the curricular preparation required for bachelors degree in each of the high demand subject areas and then discuss with nearby colleges and universities specific ways in NITI students could receive appropriate preparation for transfer and study in those subject areas.

5. Career Option Programs developed

a. Group Comparisons

Career Option Programs	High School Seniors w/ NITI plans	High School Seniors w/ Votech Plans	High School Seniors w/ Com Col Plans	Current NITI Students
Aviation / Airport Management				
Business & Management	X	X	X	X
Business Data Processing	X	X		
Child Care Management	X			X
Clerical Receptionist	X	X		
Commercial Art				
Communications Media Technology				
Computer-aided Drafting & Design				X
Environmental Control Technology				
General Business	X	X	X	
Horticulture				
Medical Secretary				
Legal Assisting				
Legal Secretarial				
Nursing	X			
Radio / Television Broadcasting				
Sales / Marketing Management			X	

Career Option Programs	NITI Alumni	NITI Advisory Committees	Area Household	NITI Staff
Aviation / Airport Management				X
Business & Management	X	X	X	X
Business Data Processing				
Child Care Management	X			X
Clerical Receptionist				
Commercial Art				X
Communications Media Technology				X
Computer-aided Drafting & Design				X
Environmental Control Technology				X
General Business	X		X	
Horticulture				X
Medical Secretary	X			
Legal Assisting	X			X
Legal Secretarial	X			X
Nursing				
Radio / Television Broadcasting				X
Sales / Marketing Management				

b. Discussion and recommendations

Of those high school seniors planning to attend a community college, and vocational technical institute, and/or NITI, a substantial proportion expressed interest in business-related, computer-related and health professions Career Option Programs. It would appear that many students who currently choose to go out of district to a two-year college do so for curricular reasons. Among the current NITI students survey, 23.3 percent marked a career option program as an area of interest. Nearly one-quarter of all current students would prefer a curricular program which provides the options of immediate job entry or transfer and continuance in a four-year program of study in the applied sciences. An additional one-fifth of alumni indicated an interest in Career Option subjects.

Recommendations:

42. A curriculum study team should be established to examine each of the high demand Career Option Program areas identified in this study. This team should be responsible for contacting each community college offering these programs, obtaining course descriptions and curriculum guides for each program, identifying the transfer and articulation arrangements for each of these programs, examining existing NITI courses which may be revised or enhanced to fulfill a role in these programs, and develop a plan to implement these Career Option Program.
43. From the ensuing plans for each Career Option Program, the instructional leaders of NITI can then evaluate and select those programs with the highest student demand, and the least amount of curricular revision and staffing changes.

6. General Education

As can be seen above, selected Career Option Programs offered by other community colleges and selected lower division B.A./B.S. subjects are in demand by potential, present and past NITI students, and area businesses. These subjects are recommended for development by NITI staff as well.

Transferability of curriculum from a community college to a four-year college or university is not merely a process of gaining recognition for courses already provided. Transferable courses must present a cohesive set of learning experiences designed to accomplish identifiable general learning outcomes (Bergquist, 1982; Gaff, 1981).

First, learning objectives need to be established for a general education sequence. Those objectives would articulate what a NITI graduate would learn apart from the specific knowledge and skills of his/her program of study. Such objectives would identify what general learned abilities a NITI graduate develops as a consequence of his/her education.

Naturally, to provide a transfer college course, appropriate staff need to be identified. Therefore, a survey of existing NITI courses, faculty and resources is needed to determine which individuals would be qualified to teach transferable courses according to Iowa community college teacher certification requirements.

Also, to minimize the reallocation of resources required to create a set of courses applicable for transfer to a four-year college or university, existing courses need to be examined to determine what changes may be needed in order to fulfill the learning objectives of the four-year college or university program with which the course is to articulate.

Recommendations:

44. NITI should establish a curriculum study committee to articulate a common set of general education goals and requirements for all associate degree students, for all certificate students, and for all diploma students.

45. NITI should explore the capabilities and qualifications of its faculty for providing transferable applied science and Career Option courses.

7. Curriculum planning: The next steps

The information presented in the previous tables can be used for curricular planning purposes. What is needed for curricular planning purposes is a minimal list of courses that may be added to the curriculum in order to effect each curricular program. The following steps may be used in generating such a specific list:

Suggested planning procedure:

1. Create a matrix where each row consists of a NITI program in the tables of programs and subjects listed above and each column is a the courses required to complete the program.
2. Add to the matrix rows for each bachelors degree subject area listed in the tables of programs and subjects listed above. Identify the lower division courses required at each independent college and university in the NITI area and at the 3 public universities in order to complete degree requirements for a major in that subject. These courses either fall within existing columns of the matrix, or are added as additional columns.

3. Consult the catalogs of Area Colleges offering the career option programs listed in above tables. Add to the matrix rows for each career option program. Identify the courses required at each Area College to complete the degree requirements for that program. These courses either fall within existing columns of the matrix, or are added as additional columns.
4. Examine the matrix for courses (columns) which also could be used to fulfill the distributional general education requirement specified by the Articulation Agreement between the arts and sciences colleges of the 3 public universities and the area colleges. A core of courses needs to be identified in 5 divisions: a) Communications (12 quarter hours), b) Humanities (12 quarter hours), c) Math/Science (12 quarter hours), d) Social Science (12 quarter hours), and e) Distributed requirement (an additional 12 quarter hours among the preceding 4 divisions). Thus, to provide a transfer curriculum, a minimum of 60 quarter hours of coursework needs to be so identified from new or existing curriculum. These courses must be taught by faculty holding Iowa #72 community college certification.
5. Examine the matrix for the most frequently reoccurring courses and the program areas represented. Identify those courses within the matrix already offered by NITI. For any program row, the remaining courses should be added to the NITI curriculum or provided by another college in the area. Therefore, identify which of these courses are already offered by colleges in the NITI area and which are not. This step will help minimize course proliferation and will lessen the resource requirements for adding career option and transfer courses to the curriculum.

6. Identify those courses and programs in the tables above for which a bachelors program is offered by another college in the NITI area. Then establish a NITI program study team consisting of administrators and faculty interested in the program area. The NITI program study team should, under guidance and supervision of the Vice President for Instruction, confer with counterpart faculty and program heads at the college(s) offering the bachelors programs. The objective of the conference should be to establish criteria for articulation of programs and identification of faculty who may be able to assist NITI in developing the appropriate curriculum.

These steps are not intended to be followed for all program areas listed in the table above. Caution is urged in developing new courses and program areas. The use of existing resources should be maximized. Programs which can be developed largely through the updating and modification of existing NITI courses and which have clear paths of articulation with four-year colleges and universities should receive priority in development. Programs which require extensive curricular revision, the hiring or recertification of staff, and those with no direct articulation plan should be postponed.

E. Staff development: college programs and services

1. Understanding college programs and services

In the NITI Staff Survey, respondents were asked to rate the quality of NITI programs. Thirty-seven areas were listed. Each area was to be rated either superior, average, poor, or don't know. While many rated each area as having good quality, for most of the areas the staff members chose the "don't know" response. Staff checked the "Don't Know" response significantly more frequently that did Current Students or Alumni, despite the fact that the Staff collectively have greater amounts of time and greater longevity with the institution and its various programs. Of the 6,252 total responses, 3,503 (56.15%) were entered as don't know and only 185 (3.0%) were entered as poor. The results of this section indicate that a) either the lack of information about NITI programs and services among staff (noted in the previous section) also pertains to the specific program areas, or b) the staff were reluctant to evaluate the programs of their peers, or c) both.

Recommendation:

46. A goal of NITI staff development is to regularly acquaint staff to the courses, activities, faculty, students and support personnel associated with each instructional program.

2. Developing a student retention program

While most of the staff gave good marks to college support services, a high proportion of staff reported that they did not know effort to render a judgement about the adequacy of some of these services. Forty-six percent (46.5%) didn't know about credit by examination procedures. Thirty-two percent (31.8%) didn't know about the accuracy of information about NITI given to students prior to enrollment. Staff should be involved in an effort to improve the quality and quantity of information prospective students receive. Faculty particularly should have valuable insights in projecting the latest trends in their curricular programs.

Over one-quarter of the staff (25.9%) didn't know about general registration procedures. Effective student retention efforts include and involve all college staff (Noel et al, 1985). If staff know about general registration procedures, they can provide effective assistance to those students new to campus. Thirty-four percent (34.1%) reported that they didn't know about student billing and payment procedures. The High School Senior Survey and the Current Student Survey demonstrated that finances are a very important factor in a student's decision to continue their education. Often students and parents think they cannot afford college when the costs are not as prohibitive as the suspect (Evengeleuf, 1987). Staff should understand basic student billing and payment procedures so that they may assist students in understanding how to resolve financial barriers to continuing their education.

A similar problem exists with general registration procedures. Over one-quarter of staff don't know about the general registration procedures of the college. On a student's first visit to one of the NITI campuses, he or she may ask a janitor, a secretary or a faculty member for assistance; the nature of the help the student receives may determine whether they decide to attend NITI. While most staff claimed some knowledge of each of the basis student support services, from one-fourth to one-fifth indicated a lack of knowledge of each of the specific areas. Staff development and inservice programs should be directed toward increasing staff understanding of basic student support services and the role of those services in promoting or impeding student attrition. Such efforts are particularly important at two-year colleges, where many students attend part-time, are undecided, and are attempting to go to school and maintain a family and a job as well. Astin and others report that two-year colleges have among the highest attrition rates among institutions of higher education because of the high proportion of part-time students, students with academic and financial limitations, and students who have yet to develop clear career or academic goals (Cohen and Brawer, 1982). To be of service to these student populations, it is particularly important that all staff understand the basic support services provided to students.

3. Developing better relations with high schools

Important and effective form of professional staff development are visitation, faculty exchanges, and high school/college partnerships to promote greater staff and student understanding.

Recommendations:

47. A rotating calendar of visitations to area high schools by NITI professional staff would increase articulation of secondary and postsecondary subjects.
48. A similar inservice program for high school teachers and counselors would improve their understanding of the variety of programs and services available to students who select NITI.
49. Joint discussions between high school and college staff of the results of the High School Senior Survey should assist in identifying those students most likely to be interested in the NITI programs and services.

F. Community College status

1. Introduction and overview

A key question in this study has been whether NITI should seek community college status. This question has been addressed in more than one way. First, in examining the college plans of high school seniors, it was found that for every one student planning to attend NITI, two were planning to leave Area I to attend a community college.

A second approach to the community college status question was to ask the various groups surveyed in which courses and/or programs they were interested. Across the groups polled interest was consistently expressed in business-related, computer-related and health professions-related subjects. Interest was clearly directed toward Career Option Programs, although they were not identified as such in the survey. Business-related and computer-related bachelors degree subjects were also consistently chosen. These choices indicate that both the students who choose NITI and those who choose another two-year college were interested in transferable coursework. It is consistently regarded as either a "valuable option" or "essential" by respondents.

The last means by which the community college status question was approached was to ask each group of respondents their opinion about the importance and value of a community college in Area I. The statements were drawn from the community college literature in order to reflect those reasons most commonly given for attending a community college. Consistently and affirmatively the High School Seniors, Current NITI Students, NITI Alumni, Area Business, Area Households, NITI Program Advisory Committee members and the NITI

Staff indicated that a community college would be a valuable and important option for Merged Area I. The following tables present the percentage of each group responding to each statement about the value of community college status:

2. **Statement #1**

STATEMENT A community college would be the first choice for a number of people.	(5) Strongly Agree	(4) Agree	(3) Uncertain	(2) Disagree	(1) Strongly Disagree	Rating Overall
Current students	34.3%	34.5%	24.2%	5.1%	1.9%	3.94
Alumni	23.2%	53.0%	20.9%	3.4%	.3%	3.94
Householders	22.6%	41.1%	25.9%	7.4%	3.1%	3.73
Area businesses	29.6%	33.5%	20.4%	11.7%	4.9%	3.71
Advisory committees	36.8%	39.2%	16.0%	5.7%	2.4%	4.02
NITI staff	60.0%	25.5%	7.3%	4.2%	3.0%	4.35
Average response	34.4%	37.8%	19.1%	6.2%	2.6%	3.95

3. **Statement #2**

STATEMENT People would go to a community college if they could not go to the college of their choice.	(5) Strongly Agree	(4) Agree	(3) Uncertain	(2) Disagree	(1) Strongly Disagree	Rating Overall
Current students	29.0%	39.9%	25.2%	5.1%	.8%	3.91
Alumni	23.2%	48.5%	20.2%	7.7%	.3%	3.87
Householders	21.2%	49.0%	22.7%	5.5%	1.5%	3.83
Area businesses	24.9%	49.3%	18.5%	5.9%	1.5%	3.90
Advisory committees	26.8%	52.1%	13.6%	6.6%	.9%	3.97
NITI staff	49.7%	37.6%	8.5%	2.4%	1.8%	4.31
Average response	29.1%	46.1%	18.1%	5.5%	1.1%	3.97

4. Statement #3

STATEMENT The rising admissions standards at the state universities make it important to have a community college in the area.	(5) Strongly Agree	(4) Agree	(3) Uncertain	(2) Disagree	(1) Strongly Disagree	Rating Overall
Current students	20.9%	47.3%	29.5%	1.6%	.7%	3.86
Alumni	30.6%	51.9%	14.5%	3.0%	.0%	4.10
Householders	20.5%	41.3%	24.1%	9.9%	4.2%	3.64
Area businesses	32.2%	37.1%	16.1%	8.8%	5.9%	3.81
Advisory committees	23.6%	36.3%	24.1%	12.3%	3.8%	3.64
NITI staff	57.0%	26.7%	10.3%	4.2%	1.8%	4.33
Average response	30.8%	40.1%	19.8%	6.6%	2.7%	3.90

5. Statement #4

STATEMENT People in this area would go to a community college if they could not get a full-time job.	(5) Strongly Agree	(4) Agree	(3) Uncertain	(2) Disagree	(1) Strongly Disagree	Rating Overall
Current students	17.1%	37.0%	34.2%	10.2%	1.5%	3.58
Alumni	19.4%	31.1%	42.5%	6.7%	3.0%	3.63
Householders	12.5%	39.1%	36.7%	9.2%	2.5%	3.50
Area businesses	11.8%	32.4%	40.2%	11.3%	4.4%	3.36
Advisory committees	10.3%	42.3%	37.1%	8.9%	1.4%	3.51
NITI staff	32.1%	40.6%	23.0%	3.6%	.6%	4.00
Average response	17.2%	37.1%	35.6%	8.3%	2.2%	3.60

6. Statement #5

STATEMENT People would go to a community college because they could get a part-time job and have enough money to pay for their education.	(5) Strongly Agree	(4) Agree	(3) Uncertain	(2) Disagree	(1) Strongly Disagree	Rating Overall
Current students	16.0%	43.7%	30.3%	8.4%	1.7%	3.64
Alumni	13.8%	55.6%	23.9%	6.1%	.7%	3.76
Householders	14.5%	50.5%	25.9%	7.2%	2.0%	3.68
Area businesses	17.6%	42.9%	29.3%	6.8%	3.4%	3.64
Advisory committees	15.0%	54.0%	23.5%	5.6%	1.9%	3.75
NITI staff	35.8%	35.8%	20.6%	6.1%	1.8%	3.98
Average response	18.8%	47.1%	25.6%	6.7%	1.9%	3.74

7. Statement #6

STATEMENT People would go part-time to a community college and could also work full-time.	(5) Strongly Agree	(4) Agree	(3) Uncertain	(2) Disagree	(1) Strongly Disagree	Rating Overall
Current students	18.5%	42.7%	28.2%	8.0%	2.6%	3.66
Alumni	15.2%	52.5%	26.3%	6.1%	.0%	3.77
Householders	17.9%	54.5%	21.9%	3.7%	2.0%	3.83
Area businesses	19.5%	49.8%	22.9%	5.4%	2.4%	3.79
Advisory committees	23.0%	54.9%	16.9%	4.7%	.5%	3.95
NITI staff	45.5%	34.5%	14.5%	3.0%	2.4%	4.18
Average response	23.3%	48.2%	21.8%	5.2%	1.7%	3.86

8. Statement #7

STATEMENT People in this area would not go to a community college.	(5) Strongly Agree	(4) Agree	(3) Uncertain	(2) Disagree	(1) Strongly Disagree	Rating Overall
Current students	1.4%	3.9%	19.7%	36.1%	39.0%	1.93
Alumni	.0%	3.4%	16.6%	53.4%	23.7%	1.97
Householders	1.2%	3.3%	24.2%	44.2%	27.1%	2.07
Area businesses	1.0%	2.9%	16.6%	41.0%	38.5%	1.87
Advisory committees	.5%	4.7%	16.4%	39.0%	39.4%	1.88
NITI staff	2.4%	1.2%	8.5%	28.5%	59.4%	1.59
Average response	1.1%	3.2%	17.0%	40.4%	37.9%	1.88

9. Statement #8

STATEMENT Because of tougher academic standards at the universities, it is important to let students have assistance in study skills and a second chance at a college education.	(5) Strongly Agree	(4) Agree	(3) Uncertain	(2) Disagree	(1) Strongly Disagree	Rating Overall
Current students	32.7%	41.9%	15.3%	7.8%	2.4%	3.95
Alumni	27.4%	61.8%	9.8%	1.0%	.0%	4.16
Householders	28.7%	50.3%	14.4%	4.9%	1.8%	3.99
Area businesses	27.5%	50.0%	13.7%	5.9%	2.9%	3.93
Advisory committees	23.6%	54.7%	11.3%	8.5%	1.9%	3.90
NITI staff	45.4%	39.9%	8.6%	4.3%	1.8%	4.23
Average response	30.9%	49.8%	12.2%	5.4%	1.8%	4.03

10. Statement #9

STATEMENT People would go to a community college because it is within driving distance of home.	(5) Strongly Agree	(4) Agree	(3) Uncertain	(2) Disagree	(1) Strongly Disagree	Rating Overall
Current students	30.7%	49.5%	15.1%	3.4%	1.2%	4.05
Alumni	26.3%	62.3%	7.4%	4.0%	.0%	4.11
Householders	24.9%	59.3%	11.1%	3.9%	.8%	4.03
Area businesses	23.5%	61.8%	10.8%	2.9%	1.0%	4.45
Advisory committees	23.5%	66.2%	5.6%	4.7%	.0%	4.46
NITI staff	46.7%	41.8%	8.5%	3.0%	.0%	4.32
Average response	29.3%	56.8%	9.8%	3.7%	.5%	4.24

11. Statement #10

STATEMENT People would go to a community college because it is the least expensive way to get a college education.	(5) Strongly Agree	(4) Agree	(3) Uncertain	(2) Disagree	(1) Strongly Disagree	Rating Overall
Current students	23.2%	42.5%	24.9%	7.7%	1.7%	3.78
Alumni	18.5%	50.2%	25.6%	5.7%	.0%	3.81
Householders	21.2%	48.3%	22.0%	6.9%	1.6%	3.81
Area businesses	12.7%	44.6%	31.9%	10.3%	.5%	3.31
Advisory committees	18.8%	49.3%	21.1%	9.4%	1.4%	3.75
NITI staff	46.1%	33.9%	15.2%	4.8%	.0%	4.21
Average response	23.4%	44.8%	23.4%	7.5%	.9%	3.78

12. Statement #11

STATEMENT There are plenty of opportunities for anyone who wants a college education in this area.	(5) Strongly Agree	(4) Agree	(3) Uncertain	(2) Disagree	(1) Strongly Disagree	Rating Overall
Current students	15.5%	34.0%	22.4%	19.1%	8.9%	3.28
Alumni	11.4%	36.0%	28.3%	20.2%	4.0%	3.31
Householders	17.4%	34.0%	26.0%	16.5%	6.0%	3.40
Area businesses	19.0%	29.8%	22.0%	22.0%	7.3%	3.59
Advisory committees	17.0%	35.4%	17.0%	25.0%	5.7%	3.33
NITI staff	3.6%	18.8%	17.0%	31.5%	29.1%	2.36
Average response	14.0%	31.3%	22.1%	22.4%	10.2%	3.21

13. Community college status

The NITI Needs Assessment Study found that many students are planning to leaving Area I to attend a community college or a vocational technical institute. All groups polled saw significant benefit to accrued from a community college in Area I. As a public institution, Northeast Iowa Technical Institute could be of service to a broader spectrum of people as a community college. This spectrum consists largely of those individuals who leave Area I to receive an education. Community college status holds the potential for stemming the tide of out-migration of students from Area I.

Recommendation:

50. Northeast Iowa Technical Institute should expand its mission to fulfill all functions of a comprehensive community college, as defined by Iowa statute.

X. Parallel Studies

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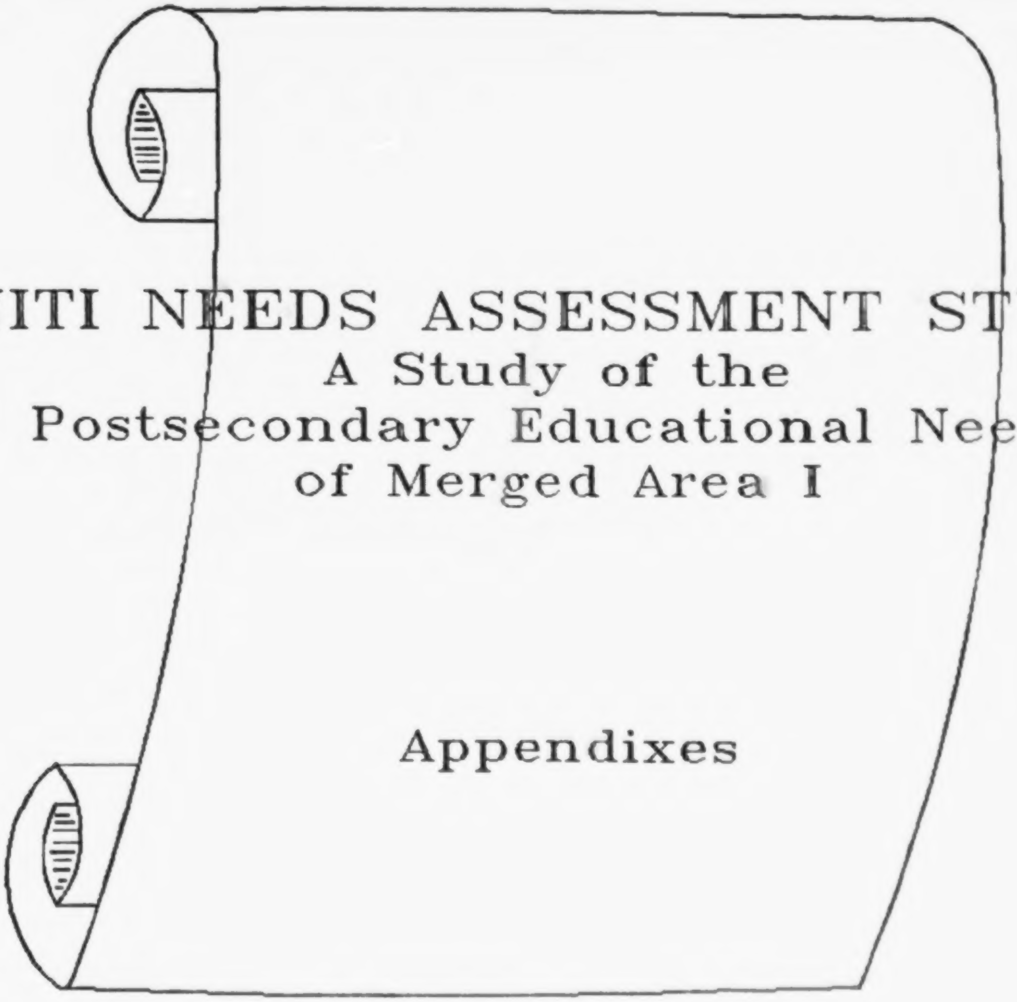

NITI NEEDS ASSESSMENT STUDY

A Study of the
Postsecondary Educational Needs
of Merged Area I

Appendixes

by
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Ames, Iowa
October 30, 1987

APPENDIXES
NITI NEEDS ASSESSMENT STUDY

I. High School Student Survey Comments A-1

II. Current NITI Student Survey Comments
    Calmar A-10
    Peosta A-19

III. Alumni Survey Comments A-35

IV. Area Business Survey Comments A-45

V. Professional and Support Staff Survey Comments A-46

HIGH SCHOOL STUDENT SURVEY

#2. Other reason(s) for not attending college -- please list:

ALLAMAKEE

See what the real world is like. Go out and do something different.
Not everyone should go to college, some don't even get jobs.
I'm an exchange student and I've not looked at colleges that much, I don't know.
Don't want to go on to more schooling.

BECKMAN

Have a job making $4.50 an hour.

CASCADE

It's too hard for me.

CENTRAL ALTERNATIVE

Have a child on the way.
Expecting a baby.

DECORAH

Want to work full-time before college.

DUBUQUE

I am planning on getting married and he is already in school so we can't afford it.
I am undecided because if I can get a full-time job I will not plan on waiting a year.
I have a job and I am going to work for awhile first and then I am thinking about taking some classes as part-time student.
I have two jobs at this time.
I'm moving to Ft. Worth, Texas.
No school will take me.
Possible advancement at job now and more money.
Think its a waste of time.
I'm already educated for my first career choice.
Going into reserves in Navy to get tuition money.
Going into Navy to further my education in Nuclear Engineering.
Because I will get better education for law enforcement in the Military Police.
Navy Reserve first.
Military Service.
Joining Navy and then enrolling in NITI.
I'm getting married.
Going into the service.

EAST ALLAMAKEE

I'm gonna go on tour.
Getting married so need a job now.
Attending the Army.

EDGEWOOD/COLESBURG

Military service.
Joining the navy.

FREDERICKSBERG

Just don't want to. Already have a job.

GUTTENBERG

May attend school after marriage in July.

HOWARD/WINNESHIEK

I got a job.
Going into the Navy first then maybe after.
Work for my dad.
Joined the Navy.

JOHN R MOTT

Not worth it. No jobs available anyway.
I have a good job at this time.
Getting married & leaving Postville.

MAQUOKETA VALLEY

U.S. Army
I'm going to the Air Force.
I got a job now and don't know if I want to give it up.

NEW HAMPTON

May join the armed forces.

NORTH FAYETTE

Parents need me at home to work.

OELWEIN

Would like to keep my present job.
Not ready yet.
Not ready yet.
I may go into business for myself.
I have a daughter to take care of.
Have a job.
Army.

RICEVILLE

I have a baby to care for.

TURKEY VALLEY

Undecided.
Moving out of state, and the cost would be a lot higher.
I want to go to school but 1 or 2 college only offer it in Iowa.
Help on the farm.

WAHLERT

Have a job.
Not sure what I want do with my life.
Lose the job I all ready have.

WEST CENTRAL

I don't feel that I am mentally ready to apply.
Farming.

WEST DELAWARE

Already have a full-time job starting in July.

Going to the Army.

Got my girlfriend pregnant.

Going to Army.

WESTERN DUBUQUE

Future after continuing school (is it worth it?)

Entered in the Army.

Did not take ACT. Also I have very poor study habits which I feel will hamper future education.

#36. Other comments regarding general knowledge of NITI.

ALLAMAKEE

This is a bunch of B.S.

The same classes are offered yet at lower cost, and there is some more teacher, student relationship.

The people I know who attend NITI like it.

I know very little about your campus and would like information.

I don't know much about NITI; the students who go there like it.

I don't know much about NITI.

I don't know much about NITI but it helped my mother land a job right away.

I don't know anything about NITI.

BECKMAN

I wouldn't go to a community college if I was paid to do so.

I know little about NITI.

I feel that any university would offer a better education for two years than NITI could possibly do.

CASCADE

This is hard when I know so little about it.

NITI does not offer optometry or related fields.

The school is nice but your credits aren't even good enough to transfer to a decent college. Also you get a lot of losers for classes who could pass a regular college.

CENTRAL

I don't know NITI very well, so I don't think I should answer them.

Have small child. A friend attends and she likes it very well.

CENTRAL ALTERNATIVE

I don't know a thing about the place.

DECORAH

Student should not go to sub-par school because grades are poor.

NITI is better than poke in the eye with a frozen carrot.

I'm not interested in transferring every two years.

I would never go to that dump.

I know nothing about NITI so how am I supposed to answer these.

I know little about NITI.
I have no idea what it is about.
I don't know anything about NITI.
Few students are intelligent.
I feel that NITI is so specialized, it is not fair to compare them with a larger school.

DUBUQUE

Very good school, thinking about attending in a few months.
Took motorcycle training course there, teacher was good, cared.
Some of these are answerable as I know little about the school & faculty.
Out-of-town student - no idea of what NITI consists.
NITI is for tech heads.
NITI is a good school if you want a base background in certain fields of study.
I've been there on tour and like the atmosphere; courses are very detailed.
I wouldn't go here if I was paid.
I know nothing about NITI.
I don't know enough to answer; my interests lie in another direction.
I don't know anything about NITI.
Sorry - I know nothing about NITI.
Need to offer courses in human services.
My parents like NITI. Father is a NITI graduate.
I have visited the campus several times and used the resource centers.
I know something about the college but not a lot.
I know little about NITI.
I have never known about NITI.
I feel 2 year colleges are for those who have no other alternative.
I don't really know much about NITI.
I don't know that much about it.
I don't feel I know enough about the school to answer these questions.
I can't be much help in this part because I don't know anything about NITI.
I am really unfamiliar with NITI. I never considered it.
I am not sure about NITI.
Some of these I don't know the program layout.
NITI seems very nice. I know a few people attending this institution.
I'm not familiar with NITI but my sister goes there.
I know very little about NITI and I can't answer some of these questions.
I know little about NITI so I found the questions are hard to answer.
I don't know much about NITI.
I don't know enough about the school to make any judgments.
How am I suppose to know, I've never been there.
Don't know.
Are not sure of answers because I know so little about NITI.
I'm not too familiar with NITI so it was hard to answer these questions.
I don't have an opinion since I know nothing about NITI.
It states in the brochure that you have health/LPN/RN training and classes, but here in the list of occupations, its not listed.

EAST ALLAMAKEE

I don't know anything about it.
I don't know much about NITI, however, have heard program is good.
I don't know enough about NITI.
I am strongly thinking of attending.
I am not familiar with a lot of these questions and their background.
I am not familiar with the college to know the answers to most of these questions.

EDGEWOOD/COLESBURG

Know very little about NITI, can not answer the questions.

I know nothing about NITI.

I know nothing about NITI, so do not consider my answers.

I know nearly nothing about NITI.

I have no idea about the facility or faculty.

I don't know anything about NITI.

Don't know too much about NITI.

FREDERICKSBERG

I know very little about NITI.

I know nothing about NITI except what the campus looks like and where it's at.

I know nothing about it.

I don't know much about NITI.

I don't know much about NITI.

I don't know much about NITI.

I don't know much about NITI, so I can't answer questions.

I don't know much about it.

I do not know anything about NITI.

Don't know much about it.

I really don't know anything, this is just some of the impression I have gotten in the past. Those I left blank, I really couldn't answer.

I don't know much about NITI, so therefore was unable to correctly evaluate the school.

GARNAVILLO

What NITI needs to offer the most is on-the-job training that is the most important.

Never considered NITI so I know nothing about it.

I know nothing about NITI so I can't answer any of the questions.

I didn't consider NITI because it doesn't offer the BSN I'm interested in getting.

GUTTENBERG

Know nothing about the school or reputation.

I have no idea as to how NITI operates or how the students feel.

I don't know anything about NITI.

I don't know anything about NITI.

HOWARD/WINNESHIK

I really don't know enough about NITI to answer the questions.

I didn't know enough about NITI to have any opinion on most of these questions.

I have attended the motorcycle course at NITI and enjoyed the atmosphere.

I've never been there.

I don't know much about NITI so couldn't answer these questions.

Where in the *!## is Peosta? or Calmar?

I don't know enough about NITI to answer the following questions.

I don't know enough about NITI to comment on it.

College is too small and no major in communications.

Who knows! Not familiar with NITI in the least.

True, because of smaller classes and 1 on 1 teacher/student.

Not quality enough school to transfer to 4-year school.

My sister goes there.

I don't know enough about NITI to answer the questions.
I don't know anything about NITI, I can't answer these questions.
I am not familiar with NITI so I can't answer the questions truthfully.

JOHN R MOTT

Where is NITI?
Nice place near home.
I would have gone there but it wasn't accredited by the Navy.
I know very, very little about NITI so impossible to answer honestly.
I don't know anything about NITI so how can I answer questions?

LEO

I know very little about the school so I can't answer these.

MAQUOKETA VALLEY

NITI doesn't have the program I want to enroll in.
I know little to nothing about NITI so these answers are guesses.
I have no idea what it is like there.
I know a few people who go to NITI, but have never heard any comments, negative or positive, about it.
My mother graduated from NITI's nursing program, while in her mid 30's. She found it a nice place.
I do not know much about NITI to know whether it is friendly, whether the teachers care about students, etc.

MAR-MAC

I know VERY little about NITI.

M-F-L

Going to the Navy.

NEW HAMPTON

I know the place but I don't know the faculty & personnel.
I don't know anything about NITI.
Don't know enough to answer.
I know little about NITI but would consider looking.
I have never really heard about NITI, so I can't answer this.
I don't know much about NITI.
I don't know anything about NITI.
I really don't know about the place but people that have attended NITI said it was enjoyable.

NORTH FAYETTE

Know very little about NITI. No intentions of attending a Vo-Tech school.
I really do not know anything about NITI.
I don't know anything about NITI.

NORTH WINNESHIEK

It's better way to future.

NOTRE DAME

It is a nice place to go to college.
I am already decided on an area college.

OELWEIN

I've never heard of the place.
I know very little about NITI.
I know nothing about NITI.
I have no knowledge of this college's existence.
I don't know this place so I can't comment.
I don't know anything about this college.
I don't know anything about NITI. I just guessed.
I don't know anything about it.
I don't know about NITI.
I don't have enough knowledge of NITI. I'm already going to UNI.
I do not know anything about NITI.
Don't know.
Don't know very much about NITI.
Don't know the school. Never heard of.
Don't know the school-Never heard of.
Don't know anything about the school.
Don't know anything about NITI.
Don't know about NITI.

RICEVILLE

Basically, I know LITTLE about NITI.
I don't know anything about NITI.

SOUTH WINNESHIEK

Should offer Merchandise Mgment at Calmar NITI also.
Presently a student at NITI; it is a good head start.
Not work during first year at College, but after that.
NITI is too small.
It's probably one of the worst colleges in IA, not enroll, waste my money.
It should become a community college so that it would up the attendance.
It is difficult to transfer. Also some programs aren't offered.
I really think student housing would benefit NITI a lot.
I like it because it is in a small town.
I know nothing about NITI at all.
Have job working at home already if I stay at home.
Assessing NITI by hearsay and answering the questions.

STARMONT

I know very little about NITI.
I know little about NITI.
I know nothing about NITI.
I know little about NITI.
Where is or who is NITI?
I really don't know anything about NITI.
I really don't know anything about NITI.
Not enough information.
Don't know anything about questions number 23,27.25.26,28,29,30,31,32,33,34,36.
Response to all questions except #21 was "I don't know."

TURKEY VALLEY

I would consider going there if the credits were more transferable.
I think a community college would be beneficial to this area.
I really don't know enough about NITI to answer some of the above questions.

Close to my job.

I don't think I know enough about it but they worked on our car for five months and still fix it.

I really don't know anything about NITI. I guess it's not a bad school, I just planned on going to a university.

VALLEY

I feel that if it has programs you like and housing there it would be great to go to.

I do not know anything about NITI.

I am a Swedish exchange student and I don't know anything about NITI.

WAHLERT

Want to work on a farm.

Too small campus.

These answers are based on expecting high school students to answer questions about faculty and guidance and they have never been there. Quite illogical.

The programs at NITI do not interest me specifically, but I think if I knew more about what they had to offer I could probably apply one or two of the programs myself.

The negative things I heard have made me not consider it.

Only know the first question.

Nice place to learn if you possess the brain power.

I wouldn't want to go there.

I really can't say because I don't know too much about it. Don't want to know.

I really can't answer all the questions because I don't know much about it.

I have no knowledge of the place or the people, therefore I feel unqualified to answer any of the above.

I have no knowledge nor interest in NITI.

I don't think I have a chance to get a good job at a 2 yr. college.

I don't really know about NITI.

I don't know much about NITI.

I don't know much about NITI.

I don't know enough about NITI to know what is good or bad about it.

I don't know anything about NITI.

I don't know anything about NITI.

I don't know anything about NITI.

I don't know anything about NITI.

I don't know anything about NITI.

I don't know anything about NITI.

I don't know anything about it.

I do not plan to go.

Don't know enough about it to comment.

All of my answers are uninformed, know nothing about NITI.

You asked me twice if I know little about NITI.

You should have an "undecided" column.

They should have Electronics Technology at Peosta campus. Calmar has all the courses.

Should get commercial arts program.

I know very little about NITI.

I don't know why you make me waste my studying time doing this survey.

I don't know much about NITI.

I don't know much about it.

Going to basic training four days after I graduate from high school.

I will never go to NITI, if my career did depend on it.

I don't know much about it.
Good courses.
Don't know anything about the school, so I really don't know.

WEST CENTRAL

I don't know much about NITI.
I don't know anything about NITI.
I don't know anything about NITI.
I don't know anything about NITI.
I can't answer the above because I really don't know anything.
I am not familiar with NITI.
I am not all familiar with NITI.

WEST DELAWARE

It's located in nowhere-land U.S.A!!!!.
Improper to ask us these questions when we know nothing about this.
I think NITI should wave housing.
I really know nothing about NITI.
I didn't know much about NITI to answer these question.
Bar aren't available can't smoke chain smoker.
I don't know anything about NITI.
I don't know anything about NITI.
I know little about NITI.
I don't know anything about NITI.
I know little about NITI.
I know little about NITI.
I wish it had photography.
I don't know anything about NITI.
I don't know much about NITI.
I don't know anything about NITI.
I don't know anything about NITI.
Don't worry about me.
I don't approve of NITI.
Know nothing about NITI.
I don't know anything about it.
I don't know anything about the school.
I don't & won't consider a 2-yr. College. Especially an IA College.
Never been there.
I've never been there.
Never been there.
I don't know much about NITI, so I can't answer the questions.
Can't answer 'cause I don't know much about NITI.
I don't plan to attend NITI so this isn't applicable.

WESTERN DUBUQUE

I took a geriatrics course at NITI for a job and it prepared me for my job.
I really know little about NITI, except from what I can visually see.
I really don't know that much about NITI.
I plan on attending in the fall program.
I know little about NITI.
I have very little idea about the campus.
I don't know that much about NITI.
Close to Dubuque.
Both of my sisters went to NITI and both liked it and both have very good jobs now.

CURRENT NITI STUDENT SURVEY

CALMAR

#59. If you could have attended any other institution, where would you have gone? WHY?

AGRI-BUSINESS TECHNOLOGY

Because I seriously considered going to a Catholic University.
Good small agricultural 4-year college.
I think it is a good college.
Would also like to learn heavy equipment maintenance.
Northeast Ia. Tech at Sheldon.

ASSOCIATE DEGREE NURSING

The next closest college to my home.
Went there for LPN schooling and liked it.
2 year program, close to home.
BSN.
Close.
Close to home.
Closer to home.
Credit transfer.
Four years.
Get my BSN.
I want a degree and Kirkwood credits can transfer anywhere.
I would have received a more well rounded education.
NIACC programs transferable.
There are accredited nursing programs. Credit transfer.
To get a BS degree.
To obtain my bachelor degree from a credited school within home state.

AUTO BODY

Also had good auto body program.
Because of the reputation of the school for the field that I came in to learn about.
Good auto body.
Good school, good reputation. My brother went there.
Nice area.
None, NITI has a very good auto body program.
Also had good auto body program.
Because of the reputation of the school for the field that I came in to learn about.
Good auto body.
Good school, good reputation, my brother went there.
Nice area.
None, NITI has a very good auto body program.

AUTO TECHNOLOGY

Better training, more hands on.
Friends attended and said it was an excellent school.
It has great potential.
To become a teacher.
Better facilities and shop equipment. Hawkeye is more up-to-date.
Good auto course.
Have the program that best suits my wants.

Heard about it.
More things to do with your time after school.

CARPENTRY

Better campus, more people, don't treat you like high schoolers.
Close by and reputable.
Close to home, and better organized.
From what other people have said.
I've heard better results from these schools.
It was the only other close college.

CLERICAL

Because it was the closest.
Close to my home.
I have only one and a half years left to get B.S. degree.
I like the music program that is offered.
I was interested in Luther's Bio-technology research.
I'm completely satisfied, either this school or none.
Methodist college and a good Physical Ed. Program.
Not far from home.

COSMETOLOGY

Another course that NITI didn't offer.
Better cosmetology programs.
Both are closer and have transferable credits.
Business college.
I like the courses they had.

DAIRY HERD MANAGEMENT

Because it offers four years of complete dairy training.
Closer to home.
Don't need to go four years of school. You go and get the training and get the hell out.
For better agriculture experience.
They have the course I want to study.

EARLY CHILDHOOD

Because I had applied and was accepted.
Close to Decorah and had the program I want.
Friend going there.
It had early childhood course.
It has a good child care course also.
Programs of interest.

ELECTRONICS

A 2-yr. 4-yr. college will better equip the student by the use of higher quality and more math & science related classes, plus a higher educational degree is awarded.
DMACC - because they offer a similar program.
Electronics programs have been in operation.
Upper Iowa is close.

FARM IMPLEMENT MECHANICS

Close to Home.
Horses.
It's bigger.

Obtained more knowledge and have a better time.
They offer the same type of program that I am taking.

HEATING
None of these schools offer what I want.
Be able to play sports.

INDUSTRIAL ELECTRICIAN
Accessibility.
To continue schooling.
A good tech. school
Availability of different courses.
Because I feel they are good schools too.
Different fields
Good electronics program.
I want a tech school only
More courses.
Tech. School
They have just as good or better.
They have second choice courses.

LICENSED PRACTICAL NURSING
Christian school.

WELDING
Because I hear it is a real good program.
Because of its quality welding program.
Because they have more advanced equipment, and are more up-to-date.
Better equipment and reputation, better placement, longer course, don't like administrators but do like teachers.
Better facilities.
It's good inst. and not far to drive. I live down there.
Much better program and instruction.
Program has more up-to-date equipment in my field.

UNKNOWN PROGRAMS
4 yr degree.
Because grades transfer to 4 yr college easier.
Because I would like to eventually receive a bachelor and masters.
Because of computer technology course.
Because you can transfer credit.
Close to home.
Close to home.
Close to where I live.
Closer to my family.
Credits transfer better - bigger facility opportunities.
Dairy Science at ISU, medical business program at Hamilton.
Different town.
Heard a lot of good things about NIACC.
High quality of education; rate of placement of grads.
I grew up in Cedar Rapids.
I wanted to attend a bible college, but couldn't afford to move there.
I've heard nice things about it.
It also offered nursing.

It offers, in some ways, better programs than NITI but the tuition was a little to high.
It's a good school, but too expensive, and it's a four year.
Live close.
Not sure.
Prestige, name, nicer teachers.
Price & they take credits from other schools including Vo-Tech credits.
Similar program but more costly.
To get a higher degree.
Where I used to live.
Would like my B.S. in Computer Science, Luther, is academically excellent, convenient & respected.

#81. How important is it that your NITI courses may transfer to a four-year college? Comments:

AGRI-BUSINESS TECHNOLOGY

I chose not to attend a community college because I wanted a specific technical education in my vocation. I don't need all the other arts and science bull!@?#. If people want to go to a community college - let them travel to one!
I think it is an important educational tool.
There are a lot of people who just want a vocational training and not a lot of other bull!@?#. If they want a community college they can go somewhere else.

ASSOCIATE DEGREE NURSING

I have 2 choices of colleges to go to obtain my BSN because all my credits will not transfer to other schools.
I would like to go on for my BSN.
I would love to return and get my BA.
If I would have realized this school's courses were so difficult to transfer, I would never come here.

AUTO TECHNOLOGY

If I can't transfer my credits, I won't go.

CARPENTRY

Plan to go on & want credits transferred for drafting.

CLERICAL

After a few years there are some students who would like to go on, but decide against because their credits did not transfer there.
Since I do plan to get my B.S. (or B.A.), but realize clerical courses won't transfer, its a hard question to answer.

DAIRY HERD MANAGEMENT

Came to this school because it was a tech. school and not a comm. college.
It may be nice to get to transfer to ISU and take my credits with me.

EARLY CHILDHOOD

I think they should be able to transfer.

ELECTRONIC TECHNOLOGY

If my classes will transfer, I would be more likely to continue my education at a four-year college.

HEATING

I don't plan to attend another school.

INDUSTRIAL ELECTRICIAN

I have no educational foremanship, but the "brains" in the office should know what's best.

A tech school would be of more value than a community college.

I would like to transfer my credits in case I wanted a B.A.

No more school for me.

Why pay for this education if you don't obtain credit for it!

LICENSED PRACTICAL NURSING

I have credits at UNI which I would love to be able to combine with credits here to work on my BSN.

I feel that school provides a very good education, but I do not feel that the staff works with the students the way that they should.

These desks are extremely uncomfortable. I don't like paying an activity fee.

UNKNOWN PROGRAMS

Enrollment would be up & grades would transfer easier.

I feel we should remain a good technical school.

I wish to go on in school and would like my credit to transfer.

I've put in a lot of time here to only have half of my credits transfer.

Important to me in case the need arises from me to go even further.

It is very important; I'd like my degree.

If the credits won't transfer, why start at NITI if you want to go on.

Plan to go to Night School/full-time job/depending on location.

#84. If you wish to make any comments or suggestions below concerning this college, please use the lines provided below.

AGRI-BUSINESS TECHNOLOGY

Could use better instructors.

There is nothing I hate worse than to sit in a class and listen to the instructor talk four hours out of five about what we are "going to do." Once we get him motivated we can learn something, but the need for our particular instructor to prepare for classes has not been met after 18 years. I will say that the staff in student services is of excellent quality and the college in general is great.

Very good Agri-business program but it is definitely in need of a new instructor.

ASSOCIATE DEGREE NURSING

It would be valuable to me to be able to obtain a BSN and to transfer to credits.

Closer parking area for nursing students. Many heavy books to carry.

I am happy with our local voc/tech school but I'm feeling unhappy because some of my classes will not transfer to another college and I will need to retake these classes elsewhere.

I feel that I have obtained a good education at NITI, however, even though I do not immediately plan to continue my education - I would like to know that all of my credit here at this school would transfer to a 4 year college and that I could get full credit for what I have done so far.

I strongly feel an accredited college here in Calmar would be of great advantage for the student as well as well as the community.

I think there is a great need for parking facilities closer to some of the buildings, particularly Max Clark hall or be permitted to park along side of street without parking fine.

The best thing this college could do would become of community college. I am sure you would have a much larger involvement.

Too much material presented in too short time! Majority of faculty were good.

AUTO BODY

I think instructors should not play favorites towards students. Should not look down on a student because of his or her past. In other words, an instructor shouldn't be two faced.

AUTO TECHNOLOGY

Needs updated equip., final exam in Auto Tech. I not right. Need experience to gain enough knowledge to pass the test.

New tools in the parts room and special tools for new cars.

They should have better campus facilities and more modern equipment available. The security in the parking lot should be improved to prevent the vandalism of cars. Better personnel in the financial aid system.

Get better security so cars don't get vandalized or quit giving parking tickets.

Better security in parking lot to stop car vandalism.

Have better security for cars in parking lot.

Get a little more assistance when needed. Better security, stop vandalism in parking lot.

Vandalism in the parking lot is very bad.

Needs security improved.

CARPENTRY

Have teachers treat everybody fair.

It's not tough enough.

Need more math each quarter.

CLERICAL

1. Get rid of old typewriters. 2. Update Apple computers. 3. QUIT LOCKING CLASSROOM DOORS FOR PROGRAMS. 4. Give ELEA a bigger salary.

A. I think some of the courses could be better arranged. Example: We took our basic math and then learned how to use business machines. B. We had courses injected into our schedule without our prior knowledge or consultation. C. We are locked out of our rooms like children when there are speakers, as though we aren't old enough to make up our own minds about going. D. Miss Van Drie is condescending, unfair, patronizing, and just plain grouchy. Her courses are looked upon as a chore rather than the learning experience my other three classes are.

Change the grade policy of their point system. As long as you're passing and showing effort. Even with a learning problem you should be able to graduate and get a diploma. I don't agree with their system.

I am fully for changing it to a community college. But I do believe that the class schedules should be planned better for those in the office specialist program who go from accounting into the clerical.

I attended American Institute of Commerce, Davenport, Iowa for one quarter. I transferred to NITI because once I really looked into the school, I found it had so much more to offer. I feel NITI is a very qualified school. I would recommend its business program to anyone.

I feel they need to re-evaluate the teachers and get rid of the ones which are here to make the students lives unbearable. Their library and the business dept. need better equipment. Student evaluations should be done on all teachers that the student has. If the student has 5 classes he/she should have 5 evaluations. Five students in a class is a joke, not only for the instructor, it is also hard to have any discussion.

I would suggest they would re-evaluate the class for this program. Some classes are just a joke. The current instructor is worthless and if I didn't want my associate degree so bad, I'd quit!!

I'm impressed with the education I received. I am somewhat unhappy with the grading systems. I don't think some of us are getting the grades we deserve.

The instructors should realize that most of the students (at least in my program) are not fresh out of high school, coming back to school is definitely a major change, and the instructors should make some allowances for that. Some instructors think that when we leave school for the day, we don't have anything to do but homework for them, most of us have a family and/or job too!

COSMETOLOGY

I feel they should re-evaluate what is an excused day and what is not.

There should be domes on the campus so people don't have to commute so far.

DAIRY HERD MANAGEMENT

I think the parking should be closer to Max Clark or no ticketing should be given for parking in front.

Put parking lot closer to all the buildings.

EARLY CHILDHOOD

For the early childhood class we could have the extra quarter that NITI in Peosta does for their early childhood class. I think each building should have a nonsmoking lounge.

I think there are a few kinks still in the early childhood programs that need to be worked out - we were kind of like guinea pigs this first year.

I think there should be a section for nonsmoker.

I think this area benefits more from a vocational/teaching school then if you changed it to a community college.

More work study, better help concerning students.

Move student parking lot in between buildings.

ELECTRONIC TECHNOLOGY

I definitely believe that NITI should become community college status. This will allow a higher educational standard here and allow many students to transfer credits to other educational institutions if they desire to receive a bachelor's degree in their related field of study. I feel that the classes at NITI should offer a higher degree of difficult math & science classes to prepare the student at 4-year college.

I just hope the job placement is good so I can get a good job when I graduate. I'm worried about this, especially because this is the first year of my course. I think it would be a good idea to work toward becoming a community college. Being a community college would that attend NITI. Present more opportunities and options for the students that attend NITI.

New courses should be compared to those of other schools to coordinate books.

Not enough room to list comments and/or improvements to programs.

FARM IMPLEMENT

Parking definitely needs to be improved for welding/farm implement students. Most of us have jobs after school with a number of us working before school also. We walk the farthest. Also the farm implement building was originally to be parking anyway.

Poor parking facilities.

We need a parking lot down at the farm imp. building.

Parking.

HEATING

Instructor cares about students, has 30 yr. experience, and allows hands-on experience valuable when we get into job market.

Keep this college a tech school.

The budget could be cut and tuition lowered. Some books and workbooks don't pertain to some courses.

INDUSTRIAL ELECTRICIAN

Allow more money for the electrical classes i.e., more screws, connectors, timers, relays, etc., in the electrical lab. Some of the stuff is old and worn out! We've made progress by getting more programmable controllers, but the small electrical apparatus in the booths are vital too! You need to allow students to sell their used books back to the campus bookstore. Not an outsider. He really ripped us off!! And allow new students to buy those used books rather than selling only new ones.

I myself agree with the advantages of NITI becoming a community college, certainly outweighs any disadvantages. If the other colleges are bothered by the loss of student body to NITI - as small as NITI is and with its limited growth of student body - I hardly believe this could be a viable concern.

Keep it a tech. school.

Should have a used book store or a list of books ahead of time, so you can go somewhere and buy them cheaper!

Should have a used book store so we don't blow so much bread on books!!

Some teachers are unresponsive. Need a used book store.

The years of experience my instructors have shared with me has been one of the best parts of my education.

LICENSED PRACTICAL NURSING

They should change parking privileges.

WELDING

Be able to park where your classes are and up-to-date equipment in lab.

I feel that this school is very poorly run. Things are done to make a whole school day useless to me (such as school activities held during the day when students should be working). I also feel that the trades & industry staff is not meeting the needs of the students in full (the welding shop needs newer, updated equipment to replace the old worn out machines which do not operate correctly). Another thing which would benefit the students the most is to be able to park where you attend classes, especially when it is below zero and you have to walk the length of a football field. If you are going to keep the welding program here, you better get some more up-to-date equipment or forget it. The parking regulations are messed up. Why build all this parking space and make everyone park up above? My opinion is it is a waste of money. If you build the parking lots let people use them.

Parking should be by the place you take the classes. And move up-to-date equipment to work with out in the lab.

The parking is B S.

The parking rules should be changed.

Think that the parking could change and we could get some up-to-date equipment and some lights in the shop.

UNKNOWN PROGRAMS

Community College - Please!

Community college status is very important.

Education & training I have received at NITI is superior quality, very satisfied.

Excellent school: stripped down approach to school work, strongly goal-oriented, and very specific re: goals. Needs to stock those library shelves. How about Saturday library hours? When do we go to community college status?

For #82, where ever my credits would transfer to a BSN degree.

I believe NITI should become a community college. I think they would have more students.

I feel more people from our area would attend NITI if it were a college. Most frown on a technical school and most go to NIACC from our area because it is a community college. If NITI was a community college we could transfer credit to another school if desired. It is a waste of money and time if you plan to continue your education to go to a tech. school.

I feel that a community college would be a plus for this area. It would be nice to have credits transfer if a person should decide to go on to a university.

I feel that is very important that NITI become a community college. We are in an area where many high school students leave the area to attend community colleges and universities elsewhere.

I have enjoyed this year at school and feel it was very essential to get back in the work force.

I hope that NITI becomes a community college in the near future.

I like the idea of getting the classes needed to graduate in a short period of time. If I'm going to school, I want a full schedule. I do find some teachers are very smart, but not able to get it across to the students. That doesn't help students.

I think it is a very nice school. The staff and students are very nice. I do feel it should be a community college though.

I think it would be a good idea to change to a community college. I would like to see credits at this time transferable to a 4 yr college! We get a good education at NITI. It is as good or better than any 4 yr college. The quality of education is highly commendable and should be transferable!

If NITI doesn't update its services and become a college then people who would have chosen this school might not because so many of the credits are not transferable to a college.

If this school was accredited as a college, I believe more local graduates would use it.

Make classes better with better texts. Don't need so many credits in such a short time.

Parking facilities need to be improved if changed to a community college.

Parking should be allowed closer to the Max Clark building.

Some of the teachers do not treat everyone fairly. there has been complaints about this but nothing will be done.

Some rules every Jr.High/financial aid advisor had to be prompted for info/help.

The overall view of the school is excellent. People are friendly and courteous. Not enough computers in classes.

The program I'm in is a new one, so I'm sure some changes will be made. But for now, I think that too much is being crammed into the time available.

This institution has problems in auto body.

To me having the credits transfer from Calmar to a 4 yr school is very important. If it were a community college it would be less of a problem.

Vandalism-major problem. Teachers have attitude problem/part-time students. Parking be added closer to building; maintenance be brought up-to-date.

We are a good technical school. We should concentrate on becoming even a better technical school.

We need NITI to become a community college. We need credits that transfer and B.S. degrees.

#59. If you could have attended any other institution, where would you have gone? WHY?

ACCOUNTING SPECIALIST

Because it's out of Dubuque but still close enough to be by my family.
Because its close to home and they have basically same type of accounting courses as NITI.
Because they are strictly Business schools.
Because they have an excellent accounting program.
Because they offered a commercial art class but NITI was closer to home so I chose a different field.
Close to home and I feel they have an excellent staff.
For the extended curriculum choices.
Good accounting program.
Has a good reputation, close to my place of residence.
Higher degree.
It's closer to where I live.
Larger curriculum choice.
Less distance to travel (cost/time).
Less restricted, more class choices, diversity of student population.
Availability of classes desired.
Because four year college - geographical location, didn't attend because of tuition.
Because I believe they would offer a better opportunity for job placement upon graduation.
Because of higher status and you'll get a better job from them.
Because of the reputation of these good private schools, also the courses which are available and it's close to home.
Because they have a good accounting program and I would receive a higher degree.
Better reputation of school and job placement.
Close to home.
Closer to home, more courses.
Closer to home.
Closer to my home.
Excellent accounting program and beautiful campus.
I've spent time at that institution and felt very comfortable with it, they are also know for their business courses.
It's a good four year college.
It's in the local area.
Location, classes offered.
Low cost, quality education.
More all round education.
NITI was my first choice because I didn't know how well I would like my chosen field after being out of high school for five years.
Not enough activities to participate in to get to know other people.
The cost for that college isn't as expensive as Loras or Clarke. I have to stay in the area.
They're respectable and close to my area.
Would like to complete a 4 year degree.

ASSOCIATE DEGREE NURSING

Because of 100% increase of tuition for out-of-state.
BSN program.
Credits transfer.
For LPN training.

Higher degree of education.

I attended NITI Calmar campus for a year before coming to Peosta. I felt the instructors there were generally more concerned with our progress and were more willing to help with anything we needed.

I would have liked to, but couldn't due to cost.

I would of gotten my BSN.

Method of how classes are put together and testing methods.

More time to complete course.

NITI is too fast paced-maybe Kirkwood is too, but Mount Mercy College would be better.

To fast paced here.

Undecided in career, also better at higher standards.

What I have heard about these.

2 year program, close to home/children.

Advancement is better with quality of college.

Because I would have received a more well-rounded education and hopefully more clinical experience and I would be BSN proposed.

For a longer program.

For the BA degree.

Get my BSN.

Have already graduated from Loras college.

I could afford it better.

I liked the location of the course.

I use to live out-of-state.

It was in my own state.

My spouse is working out-of-state.

They are accredited nursing programs.

To get a B.S. degree.

AUTO MECHANICS

Air-conditioning & Refrigerator course.

For trucking.

I live in Wisconsin.

It's a better school.

It's a good school and a lot of good looking girls.

More information, longer period of time to learn (two-year program), better equipment, and more projects to work on.

Something different, meet new people.

To get a better education.

To get out of here.

To play sports.

BOOKKEEPING/ACCOUNTING

Because with a college degree you will find a job.

Best in the Accounting field.

Close to home.

Close to home.

Don't really know what they have to offer.

Education is same, cheaper here.

Good programs, tuition isn't too expensive.

Good school and my mother works there.

I feel they have a better all-around academic program.

It is a good accredited college academically.

Mileage.

Probably none, I went to U of I and didn't like it.

BUSINESS COMPUTER PROGRAMMING

Because of the quality of education but it is too expensive for me to attend.
Because there are the other colleges in this area.
Close to home.
Closer to Dubuque.
Four year education.
I feel that colleges get better teachers and equipment than tech schools also better jobs at the completion of courses.
Maybe electronics school if closer to the Dubuque area.
Personal reasons.
Their program is better designed and I feel I need a Bachelor's degree.
They offer the same course with a better quality of education.

CARPENTRY

Also has a good reputation.
Excellent training staff & instructions, location suits my needs.
For cheaper tuition.
I know people who have graduated from there and very satisfied.
Unsure if class is held anywhere else.

CLERICAL

Because I heard that it was a good college and that I would learn a lot more.
Because of its college status and reputation.
Because of the teacher attitude toward students - too much self-study - not enough training.
Better job placement, and a better clerical teaching staff.
Closer to home, better courses.
Excellent secretarial program.
Get away from home, offer more.
I feel I would have gotten a better education and a better chance at jobs.
I think they have more to offer.
The teachers are better qualified and the school is not as expensive as this place (NITI).

DENTAL ASSISTING

Because they have a hygiene program which what I want to get into.
Close to home, have what I want to major in.
More jobs around that area.
Offers the same program I'm interested in and close to home.
Smaller school; heard good things about it.

DIESEL MECHANICS

For the dairy science program.
I want to learn a skill--not more reading and writing.
It offers the same course with more instructors.
Study Agriculture in computers.

EARLY CHILDHOOD

Hometown college.

GENERAL MACHINIST

Because I would like to start at an easier school and live in my own town.
Better facilities.
Close to home, better teaching available.

HEATING/AIR CONDITIONING

Easy for me to attend.

Same program.

Because they party hearty!

HUMAN SERVICES TECHNICIAN

Because they offered a physical therapist assistant course. Closer to home. Has bus service available so I would not have to drive.

I like the type of courses they offer and the whole set up.

These are all 4-year accredited schools.

LICENSED PRACTICAL NURSING

Closer to home, program moves at a slower pace, less tuition.

Cost and distance.

Due to the baccalaureate degree.

I attended before.

I'm from Wisconsin. Out-of-state tuition is too high and lack of scholarships for out-of-state people.

Not so close to home.

Slower pace and instructors educational level.

These colleges are in my hometown.

They seem to have excellent and much more of choices of programs.

They seemed like nice colleges and my friends like them. Went to UNI - not impressed. Would have preferred ISU - probably would have continued four years.

MARKETING/MANAGEMENT

Able to stay in Dubuque and enroll in marketing courses.

B.A. is much more attractive than Associates.

Because I feel that a four year college holds more ground for a secure job placement. Many higher level jobs require a four year degree.

Because of 2 children would not want to relocate until finished with school and obtain job with adequate pay.

Close to family.

Close to home, but very expensive for liberal arts.

Closer to home, bigger school, better programs.

Good names.

I like the University of Dubuque Campus.

I want a B.A. degree.

It is a nice place, located at a good place for housing. It's a good 4 yr. Catholic school.

It's in town and nonreligious.

Less expensive, higher degree.

Low cost and availability of programs in which I am interested.

More programs - is community college and more credits are accepted.

People I know attended, have good paying jobs now with advancements. They received excellent training.

A better education.

Because I originally wanted to go for fashion merchandising and my dad said he wouldn't pay for my education unless I went to a college in Dubuque or near.

Better chance for employment after graduation.

Better social activities (sports). It is more of a college.

Close to home.

Good college.

I believe their degree carries clout, making it easier to get people to take a degree.

Location, reputation.

SCOH Community - because it was in my general area of where I live.

Wanted to stay in town for 2 years.

MECHANICAL TECHNOLOGY

Because it's closer to home and it offers the program I'm in now.

Because it's closer to home.

Because of their engineering program.

Couldn't afford tuition and living expenses elsewhere.

Good engineering program.

High education.

I would like to get an engineering degree.

These offer the same type of programs I am in now.

Construction Tech. available there.

Don't know for sure

Loras-close to home; Kirkwood-liked by friends and relatives

RADIOLOGIC TECHNOLOGY

A four year college that I would be able to transfer all courses if I had to.

Because I would earn a B.S.

Because of program availability.

Because their credits are transferrable if planning on transferring or continuing education.

I can get involved in athletics and compete w/other schools.

I could afford it. NITI is an affordable choice.

Local.

You earn a BA.

To get away from home.

RESPIRATORY THERAPY TECHNICIAN

Because it's a college and its program isn't crammed into 15 month for a 2 yr course.

Better programs and more variety.

Both have NSS programs.

Close to me.

Complete Bachelors degree I started there.

Credits transfer.

I could obtain a bachelors degree.

More variety.

SECRETARIAL

Because Iowa has excellent programs and facilities.

Because it's in the area and I can't move away and I know some people who go there and like the school.

Because they have good programs.

Better job after you graduate.

Had a medical secretary course.

Had somewhat of a better program but NITI was closer.

I just would have liked to give a college a try.

I like their programs, more specialized.

WELDING

Scott Comm. They also had welding and location is same distance.

WORD PROCESSING

Closer to Dubuque and it has a better reputation.

For their computer courses. I heard they were really good.

I have to take some classes there already.

I think the program is better. I might go there this fall.

Not sure.

Would like to obtain a college degree.

#81. How important is it that your NITI courses may transfer to a four-year college? Comments:

ACCOUNTING SPECIALIST

I am uncertain about obtaining my CPA but it is important to me to be able to transfer my accounting credits since I am maintaining an A average. I don't want to have to take any classes over again should I decide to go further.

I will continue at a later date.

If I choose to attend a 4-yr. institution, I do not want to repeat what I already taken.

Why shouldn't they be transferred, we're doing just as hard work as Kirkwood.

After being in accounting and liking it I decided to go on to school. So during my education here it became very important that the credits can transfer to a 4 year college.

After going here for two years you want your credits to transfer so you can complete your education in four years, without having to take classes over. Because credits won't transfer.

Don't have the funds at present to continue my education.

I feel my choices are limited.

I will have an associate degree in accounting and would like to apply myself to a job in that field. I think in a couple of years, I will want to return to school for more education.

If my courses would transfer to the U of I, would strongly consider attending there. If they transferred to a university (all credits or most), then it be very important.

People don't want to take the same courses over in another college.

ASSOCIATE DEGREE NURSING

A lot of classes and NITI don't transfer and it's a waste of time.

I have 2 choices of colleges to go to obtain my BSN because all my credit will not transfer to other schools.

I plan to go on to ADN.

I would like to go on to a BSN.

AUTO MECHANICS

Going into the army when I graduate.

BOOKKEEPING/ACCOUNTING

Don't plan to continue with my education.

I am considering this possibility.

Nice to graduate with an Associate & work full time and have part-time courses working on a higher degree.

Would be good if later I decide to transfer credits and go on to more education.

BUSINESS COMPUTER PROGRAMMING

I want to transfer to the U of Dubuque and I don't want my year here to have been a waste.

I would decide to further my education after completing this program there is not guarantee my credits will transfer.

I'm not sure what my future plans are but it would sure be nice to know that if I did go on for a bachelor's degree that my time spent leaning here doesn't have to be repeated unnecessarily.

To obtain a bachelor's degree it is important that a lot of classes to transfer to avoid redundancy.

DIESEL MECHANICS

If I wanted to go to college, I would have gone to Kirkwood instead.

HEATING/AIR CONDITIONING

College credits would be needed, so if you attend college you would not have to repeat courses you already know.

HUMAN SERVICES TECHNICIAN

I may want to go to Clarke in Fall.

I would like to go to other colleges, other than just area colleges, like Iowa City, Cedar Falls.

LICENSED PRACTICAL NURSING

Hopefully to go for BSN in the future.

I would like to get my Baccalaureate degree.

If you have an ADN and get it from here your BSN is going to take longer and other courses will have to be added on.

Plan to go for BSN.

The intensity of ADN requires more time or less courses.

MARKETING MANAGEMENT

I plan on attending Kirkwood for the two years after I finish here-at my own expense.

A must.

I wish they did. I may have a greater chance of going on but can't afford college in Dubuque.

I wouldn't go on if they weren't accepted. University of Dubuque is only college that doesn't treat us as inferior.

If I were to go on in this program, it would be very important; but I'm changing programs.

If the transfer of credits was available, there would be a lot more people starting here, then transferring to the state colleges.

Need more liberal transfer credits to 4 yr. university.

Right now there are very few colleges that will accept the majority of my credits in transfer.

The coursework I completed should apply towards a college degree.

Transfer of C. R. is only partial in this area. No accreditation at all when you want to transfer to state.

Will go on for BA later.

MECHANICAL TECHNOLOGY

Completion of higher degree not available in tech. school.

I feel that the only reason that this wouldn't become a comm. college is if the other colleges push for it. They would be afraid of declining enrollment.

Seriously considering going for degree in Engineering.

The facilities offered at this institution and the general staff (not instructors) are far far from meeting the standards of a community college.

The need to farther on after 2 years.

Would open a few more options to where I could complete my education, while I raise my family.

My tax dollars support Regents Schools, & I would like all my credits to transfer.

RADIOLOGIC TECHNOLOGY

Need to transfer for further advancement.

RESPIRATORY THERAPY TECHNICIAN

I am not decided upon or for my bachelor degree, but I would like to know that the credits from NITI would transfer to another college.

I don't think I should have to pay and go again to a course I've already taken.

Transfer credits to 4 yr college.

SECRETARIAL

If I decide to go on to a 4-year, I need to have the credits I have earned to be transferred.

WORD PROCESSING

More of our young people could stay in the area-transfer of credits is a problem.

#84. If you wish to make any comments or suggestions concerning this college, please use the lines provided below.

ACCOUNTING SPECIALIST

After attending Hawkeye Tech for 6 months. I return home to Dubuque because of cost of traveling. I found this to be a great mistake after attending NITI. I don't think this school could live up to the standards of any tech school without some changes in every field.

Giving NITI community status would be a beneficial improvement.

I believe NITI is an excellent school for people returning. But I definitely would like to transfer more courses than I can now to a 4-yr. college.

I enjoy class here at NITI. The teachers are friendly, helpful, and understanding. That's important. It really helps me to get back in the swing of study.

I feel NITI us a good school. I would like to see it obtain community college status so it can offer students more advantages.

I feel our courses are as academically challenging as any four year institutions do not accept our credits in full.

I feel the program I am enrolled in is equal to the same classes taught at the University in the area. Community status should be given to NITI. The quality of the teachers is also very good.

I would be more than happy to see NITI become a community college. I think students would then take more interest in their school work.

Overall, I am very happy with the quality of NITI. I have attended a private two-year college as well as a state university and I believe that NITI offers good programming. I feel that it is important that community college be made available to the people in this area.

The courses will be transferable to other schools, and students will have a choice of courses.

10 key calculators should be provided for each bookkeeping/accounting specialist student.

At present time, student services (i.e. recreation, entertainment) are inadequate. Students are treated like they're in high school at times. Schedule of classes is too rigid. The computer lab is super. The community doesn't respect NITI grads as much as area college associate grads because of noncommunity college status.

I feel it would be a great benefit to the students if NITI were granted community college status.

I feel that the instructors are qualified for this college as they would be for a community college. One area that I think teachers are lapse in and that is when giving out grades to students at times it is a community affair. I'm in favor of a community college to benefit more students in the future.

I feel that there are a few teachers in this institution that do not appear to be educated in the area in which they are teaching.

I really feel a few of the teachers such as Joyce Dicks should be evaluated for teaching ability. I know many people who have learned absolutely nothing from her. It is really a waste of our money to pay for a course and not learn anything from it. In general NITI is an excellent school.

It is good college, price is low , has great instructors.

It needs to bigger because of growing students!

The advantages of having a community college outweigh the disadvantages heavily. If it is what the students want and is fulfilling their needs, it should be the #1 objective.

The organization of student activities this year was terrible! Excellent instructors-know their stuff. Temperature in the building is always too cold.

There are more people returning to school. They should be allowed more flexibility as to the required courses. They should be allowed to take two classes at a time. The parking lot should be cleared of snow and ice early.

This institution is run very well. However, I feel that community college status would enhance the school's respect and reputation in this area. Being able to transfer credits to a four year college will make this institution more desirable to people who are thinking of continuing their education.

With having a job, I would like to continue my education. I would continue here if it was available. Because of the closeness of my job and our home. But seeing that isn't an option, I will have to travel further for additional education.

ASSOCIATE DEGREE NURSING

Have course credits equal to college credits to transfer college elsewhere.

I feel as a area college the teaching material should be presented so that any person putting in an adequate aim of study should be well. The level of instruction should be increased.

I feel that it should be possible for payment of books and tuition with only one check instead of having to write out two checks.

I feel this program needs to be re evaluated and extended to 15 month program so adequate time for material to be given.

Too much material is thrown at us in a short time.

I really feel that the class I am currently taking really pushes us through the information. I feel I would get more out of the class if it were slowed down.

I think it is important you are able to take at a time or a quarter at a time for LPN, going on for their ADN and also have to continue working as full-time LPN.

It has been a stressful two years for me. I'm sure others in my classes feel the same way.

Nursing program is good clinical experience and good lecture format but testing rates low-50 questions to cover a large unit is not measuring what we have learned but what we've memorized.

People complain the ADN program is stressful. I feel it's relative- I come from a highly stressful situation so this program isn't as stressful to me as it is for some people.

Should get L.D programs of some type. Scott comm. college has one.

Sometimes activities go on and we can't leaves class to go. Picnics have been good.

Technics should be available more for assistance. Many of the course seem late courses. If you don't catch an right away you or sunk, there is not time to learn the material.

This school is to geared towards having 100% passing state boards so that students emotional status at well being are not taken into consideration. In effect we are treated as machines.

Would like it to become a community college so that full credit would transfer. Improvement is need in library-over 76% of the time it is too noisy-needs more area for quiet study.

Would like to see activity fee dropped. Need larger surface in library to study or accommodate students. I believe strongly for testing for CPNs, coming into the ADN program.

You do not make available our options we have after graduation-such as attending school for higher education (BSN). I think you should take to us ADN. Since you realize that they will soon be requiring BSN for all.

AUTO MECHANICS

It is an excellent choice if you know what you want to do with your life!!!

Prices in the cafeteria are too high, the spaghetti noodles are not completely done.

The college is nice and the people are kind. I like it.

BOOKKEEPING/ACCOUNTING

Academic quality is good but could be improved, more in depth study of mathematics, algebra, geometry, or pre-calculus.

Better attitude by personnel; could use a better heating system.

Credits would transfer easier to other colleges. Greater variety in courses available.

Grading is unfair. Too many students getting good grades because teachers like them.

Grading should be done according to class work and amount that is done, not on personal opinion by the teacher if work is not completed.

It will need to be much bigger with more activities and housing.

Once in the program, you have to take the courses, no substitutions, need electives.

We definitely need a community college in this area. Education is important & should be available at all levels.

BUSINESS COMPUTER PROGRAMMING

I feel because of the hours we go to school lights could be put in the parking lots.

I feel that NITI should be more organized; teachers should be screened to get the ones out that are not good teachers and also if they plan a new class they should have everything ready. The computer lab has still not been setup to run smoothly.

I think some of the teachers are really great. But then there are some teachers who aren't. These teachers only do something different and interesting when they are being evaluated by the staff. I think the students should be able to evaluate the teachers more.

I think they should have a new program prepared better before they start it. It's not worth it for the student to pay to come to a school and have to put up with the hassle of not having everything running right and not really having the teachers prepared.

I would like to see more continuing education classes that give credit in the computer field such as programming in some of them covered in the Program.

I would prefer that they switch to a community college so that credits could be transferred.

Overall it's a good school. NITI needs to be a community college because students waste time and money by repeating classes when they transfer to a 4-year college as I did. Not all my credits transferred and I had to take classes over.

Some of the teachers should not be teaching here because we learn nothing from them and they are not fair in grading. The communication isn't very good because nothing gets passed around through the teachers. This school does everything backwards.

Teachers should be better educated for area they are teaching in some courses-more activities could be provided students to participate in.

The parking lot needs better lights for night students. Better evaluation of students.

There is a strong need for a community college and credits to transfer. Also for higher quality teachers who are more used to working with students and care about them.

There needs to be more enthusiasm from teachers (this includes support from them to students that are struggling). With class size being small, their support is important to people having trouble. Without that support, attitude drops and eventually so does the students.

We could use a better library with more material.

We have a highly unqualified staff here. The only competent teacher I have had is my program director. I think before the community college problem is reviewed the staff and the operations of the school must be reviewed. Community college does not mean a thing if the college curriculum is a joke.

CARPENTRY

They should just stay a technical institute and not try to be a high school type. People come to get an education.

CLERICAL

Get a better job placement office. I have had no help here getting a job, now I am a waitress.

Have instructors be more organized and know what they are doing. Have them teach the same things so if you have a question any one of them can answer it.

I do not think we have enough class time, the class time we do have is often cut into for unimportant reasons not pertaining to us. This upsets me very much because I want to learn and am not being allowed to. I don't see why this questionnaire couldn't have been filled out at home rather than taking away a class period the day before my class ends. We don't have enough time as it is. I don't appreciate instructors that mess around in class and waste time and then rush you through the rest of the class because you get behind schedule. Some teachers we have don't even teach us, only if we have a question, and then you have to wait because they don't have time for you. Some teachers obviously get no satisfaction out of teaching students and seeing them grow because they do not teach us!

I feel that this is a very nice school. Some of the instructors are nice, but then others are not and are also very unfair. Also every class I had to take here I have already had in high school, so this is just a waste of time. I'm here to get my credits and diploma and get out of here. I would not recommend this college to my high school friends.

I felt the instructors where very unfair to some students. Some people got sent on maybe ten interviews, whereas others (like me) didn't go on any. I haven't learned a thing at this school. I went to a small school and had the same classes there. I feel this is a waste of time. I will not suggest to anyone to come here.

I think that the business teachers could get a little more involved in doing some teaching. Not just sit back, correct papers and hand out grades. English refresher, computer theory, and accounting were the only classes that were even basic lecture courses. I did not like the learn-it-yourself classes.

I think that the teachers are good at what they do, but the program is too fast and does not have enough time on one teaching.

I wish the teachers would give more time to each individual and not hold a grudge against students. There are a lot of teachers that do that.

My only complaint is that many of the classes were on an individual basis. The teacher is there only if you had questions. And being that the classes were so large, you were very rarely helped during the hour. They should have longer weeks for some classes mainly because there is just too much rushing to get things done. It should be longer than nine months.

Need business machines course.

NITI is a convenient place to go to school, but I am not happy with some of the classes in the clerical program. There are a few (word processing - 6 weeks & personal development - 6 weeks) that seem to be added just to fill in the 3 quarters. Rather than teaching us how to brush our teeth, curl our hair, where to buy our clothes, and what year the word processor was invented, they should give us a class that would be a little more helpful in the "real world." I think that the clerical program should be re-evaluated and improved.

Should have equal job employment not favor certain classes - clerical & secretarial. Should have less welfare student, because they just go to school to get more money. They're not here to look for jobs. And they shouldn't get everything free, such as money for gas, watching their kids for free. "Not fair"

Teacher attitudes are terrible. If I was as well-trained in the clerical field as I was expected to be, there would be no need for me to be here to learn. They expect much too much of our time, effort and money. We were not to have a life outside of school - it was expected that school was our only life. The OJT (on job training) is much too demanding. Nobody gets time to eat lunch or go to the bathroom. 180 hours in 12 weeks is way over board. There is too much self-study, the teachers either don't have the time or don't want to teach.

The sec/clerical program needs more flexibility in the math area. How can girls that barely pass basic math be expected to digest accounting! So the teacher is joined at the hip to those that are floundering. This leaves very little assistance for those who may have gotten much more accomplished with a minimum of guidance. Bill is a good teacher, but not a miracle worker.

The teachers are not readily available and I feel the grading is not fair.

What may help is if the teachers would teach instead of having the students do it all on their own basis. I feel I wasted the last nine months, and I spent $3,000 for nothing. They need better teaching and classes that mean more to the related job skill. I'm very disappointed with the clerical course.

DENTAL ASSISTING

It's a good program.

DIESEL MECHANICS

If you made this a college, I probably wouldn't have gone.

EARLY CHILDHOOD

I wish the learning center teacher was full-time instead of part-time.

GENERAL MACHINIST

There are no night courses in this field.

Courses should be set up so people with full-time jobs could attend.

HEATING/AIR CONDITIONING

Blueprint reading didn't go along with what program we are in. Would have helped carpentry more than us.

I've learned a lot.

HUMAN SERVICES TECHNICIAN

Even though this is a good technical school, I feel it could be improved by becoming a community college if it retains the voc-tech aspects and joins it with other studies.

I feel that coming to NITI has helped me to grow as a person. It also gave me self-confidence to know I can achieve my goals. If I wouldn't have come to NITI I probably wouldn't have decided to continue my education at Clarke. I personally would like it to achieve community status so all my credits could transfer if I would decide to go somewhere else, I would get discouraged if my credits weren't transferred.

I really feel it should be located in a different area. It is a long drive from Dubuque and the gas money is unreal. Also the majority is from Dubuque.

I want NITI to be a community college because I think a lot more people would go to a community college rather than a voc-tech institute.

In many of the books and classes the reading material is based on humanistic or liberal beliefs-this should also include spiritual beliefs as well, that America was founded on this. The teachers say we should not be biased, however the books written here are biased in many ways.

More credits should be transferable.

NITI is a school attended by many people. We can transfer to the local Dubuque colleges but receive no credit if we transfer to other colleges. We should have a wider variety to transfer to. The Dubuque colleges are excellent but I think the state universities may have more to offer and I feel I should have the opportunity to transfer and receive credit for my NITI education.

The college is pretty good but I wish they would teach us just what we need to know and not so much extra stuff.

LICENSED PRACTICAL NURSING

Bookstore policies should be revised about buying materials prior to registration for quarter. Personnel in bookstore are rude!! Limited number of questions in final quarter of ADN is outrageous! So much material for 50 questions and only 1 minute per question! Human phys should be required before last quarter!!

Food in cafeteria is bad. Financial aid guidelines are too steep. Income guidelines - a person makes too much money for aid but yet the cost of living is so high and so is going to school paying out-of-state tuition. Also taking courses ahead of time before you enter programs to help cut down on work when enter programs - you pay twice for the classes you took ahead, they should deduct that amount off your quarter payment.

Having a day off is needed for work on care plans and study for tests. There's a lot of material that needs to be covered and studied.

I am very impressed with what I have seen thus far. I enjoy school and feel like I'm part of a family. I like the teacher/student relations.

I do not agree with the people in the bookstore not allowing us to buy our materials (mods and books) ahead of time. I think if people (students) are motivated enough to want to get a head start - especially students with families, jobs, etc.-they should be allowed to buy the materials ahead of time.

I enjoy NITI mainly because of the instructors. They seem to really care about the students well being.

I would like to see NITI offer more choices in their programs. Some staff have a poor attitude, unwilling to help students. At times seem to discredit students unfairly.

Too much pressure in maintaining grades-unable to make up for bad days - would like books available prior to start of quarter.

With the changing field of nursing, I believe one must have classes that will transfer to other colleges and universities to keep this school as an option for RN and LPNS. Instructors should maintain BSN or masters in nursing to teach and a teaching certificate.

You get the impression from other students that NITI is out to flunk as many students as possible, instead of having a top notch program that is attainable if you hard (except trick test questions). Poor textbooks (especially anatomy & physiology - rad. tech.).

MARKETING MANAGEMENT

As far as my program (marketing) is concerned, there is a definite need for more in depth study. With my experience with other major colleges, we cover about half as much in the same amount of time. If school goes to community college the courses should be harder to better prepare us, although the other community colleges in the area aren't any better. A community college should be considered just as hard as major universities or it shouldn't be a college.

Community College would be a really good idea for this area as an option from only the area private schools.

Good institution.

I feel a community college is needed in this area. More people in the future need college education to obtain worthwhile employment. This would be an asset to the future of our country. The best investment we can make for the future is to lead our children to a better way of life. Education is the key!!

I feel my educational needs have been satisfied by attending this school.

I feel that NITI needs to change to community college because most employers are looking for more than what NITI is offering, and I think it would help in the long run.

I think it would be quite beneficial to have it changed to a community college.

I think making NITI a community college would be a great asset to the state. Many more could then afford quality education.

I think this is a good school, but there are times when I feel I'm not being challenged. With one of our teachers, he treats us very childish when it comes to preparing for tests - he gives us answers the day before! I don't feel I'm learning this way!

In regards to NITI becoming a Jr. college, I feel it would be a wise move for the people in the community so the expense would not be so great. All the other colleges in this area are so expensive. That is why a lot of people choose not to continue their schooling.

It would be nice if more credits could transfer to out-of-town colleges. NITI is not the only school that has this weakness. Also, I think it would be beneficial if Liberal Arts were offered.

More liberal arts offered at NITI. Communication is very important in the business world.

Now that I am nearing the end of my chosen program here, changes in this school won't effect me. However, I feel that community college status for NITI is very important, and should serve to benefit many people in northeast Iowa.

This college needs more courses in the liberal arts-general ed to transfer better to 4 yr. institutions.

To be better prepared to attend a major college, go to a smaller college first. It helped my study skills and now I'm more ready for college.

Concern for student thoughts, they pay the bills around here. Screen written communications teachers!

Get the lunch room ladies in line. They don't smile - always unfriendly, and they don't open on time. Re-evaluate your help.

I feel that the overall school is good but the teaching ways of some teachers leaves something to be desired and the ladies in the lunchroom could try to smile and be nice.

I feel the instructors are lacking in overall ability.

Some of the teachers don't grade too fair.

The communications (written) required for MMI should have an option to pass out. The course is boring if you have an understanding of the English language.

The lunch room ladies could open the lunch room right at 11:00 a.m. instead of waiting until 5-10 minutes after. Forty minutes is our lunch hour and sometimes that's not even enough if we have guests visiting school or are more crowded than usual. They need to be not so grouchy sometimes too. The bookstore lady needs to be more pleasant also. She's kind of grumpy too at times. Not as much as the lunch ladies though.

MECHANICAL TECHNOLOGY

Again, the facilities: library, computers,and software are very limited. Nobody seems to know anything about where to find information (other people) about them.

Campus security should be enforced.

I feel that the program I enrolled in has the qualifications of a program for a community college status rating.

I feel that the program I'm in now is very good, but I would like to transfer my credit after I'm finished. And it being a voc. tech. school my cpportunities are very limited. I feel with a comm. college status that my future would be brighter.

More activities for night classes since we had to pay an activity fee. Allow at least 1-1 1/2 mo. off during summer. Not fair: e.g., your parent's are in debt up to their knees, no extra cash!, you have a small job, just enough to get you to school. You can't get financial aid because your salary to high. See if you can live on $3,400 dollars a year once. Parents have eight kids at home to support. Help!!!!

Pleased with school, teachers, and classes. Get personal attention with being small.

The credits should transfer equally to other colleges.

Afraid most credits won't transfer & might have to go for more than 2-3 years to complete B.S.

Night courses should be treated as an equal part of the college.

Offer same services day school have, more visual aids to help in teaching the classes with hands on experience.

RADIOLOGIC TECHNOLOGY

Due to the expense of going to Clarke, Loras or U of Dubuque, this area needs a community college to let those of the lower and middle income families do able to earn a higher degree than just an associate degree.

I think making this a community college is very rewardable to this area. Many students would like to continue education after graduating, but are unable because of credits not transferring.

NITI is an affordable choice. College transfer of credit is essential in today's job market and for advancement. I feel it is to NITI disadvantage not to be a community college in that it is not keeping up with job market demands and individual right for advancement.

RESPIRATORY THERAPY TECHNICIAN

Better assistance in financial aid; better chance to dispute an unfair grade.

I don't really care if this becomes a community college.

I doesn't really matter if this becomes a community college.

I think it would be nice if NITI become a community college. It would be helpful in the transferring of credits.

If credits would transfer to 4yr college, would facilitate my completion of my education.

More concern in part of medical dept. heads. Listen to student suggestions as far as to improve courses. More fair judgement of some instructors. Better communication between courses and students.

SECRETARIAL

Different classes for the special programs.

I don't like how the shorthand class is setup. The teacher should help teach you not learn it all from tapes. She expects too much from you(speed).

I feel that I have learned a lot compared to what I knew at the beginning of the year. Yet I feel I could have gotten more out of it. A lot of the work was "Individual Progress" which does have its good points but the teachers(not all) didn't seem very interested some times.

I feel that instead of taking courses for 6 weeks they should be 12 full weeks. Too much information is given in the 6 weeks for you to really understand anything more.

Information can be given and doesn't have to be rushed.

I had to pay large amounts of money for things I didn't use and/or wasn't involved in. The courses were often self- regulated. The instructors weren't involved very much. I did like the examination-to-get-out option and the work at your own rate policy. Sometimes seemed rather disorganized.

I think that the staff needed to know more about the computer system. I felt that they weren't prepared to teach us how to use them-we had more problems figuring out how to use the computer to finish our work than trying to figure out our work. I do feel that I have a good background to help me in the job search though.

Should not allow smoking in the building - should be a bigger parking lot available - closer supervision especially during testing sessions.

Teachers should be better prepared to teach a new class (such as keyboarding on a new computer system). I was very disappointed in the lack of knowledge by the teachers in this class. Also I feel that the lunchroom should stay open later (at least until 1:00), so when people come from work they can still get something to eat.

The teachers don't teach you-the books do. They aren't even in the room half the time. Too much money for a piece of paper-review of high school.

The teachers were never in the rooms for some classes. The classes were too much independent. I could do half of them at home.

WELDING

I believe NITI does a good job providing student with skills needed, up to student if they want to get the most out of it.

WORD PROCESSING

Have bookstore stay open past 4 pm; have more activities for night students.

I think it would be good to have a community college, some changes need to be made.

It would be very important to be able to transfer credits to another college.

Night classes didn't have the same advantages as the day classes - such as hot lunches, babysitting, on-the-job training, speakers that come in, counseling, student activities, etc. Also a lack of communication for the night students.

The business instruction should be reviewed.

They run through the classes too fast. Before you really get a chance to understand what your doing, the class is over.

We did not get the benefits of day classes - job training, hot lunches, activities, counseling. The night class was left out of a lot of things.

UNKNOWN PROGRAMS

A college education is essential in today's world.

Closer parking area for nursing students. Many heavy books to carry.

I came to NITI to make a career change and have found some difficulty in assistance in the financial office.

I feel NITI needs to become a community college so courses that are taken here will transfer.

I feel that I obtained a good education at NITI. I would like to know that all of my credits here at this school would transfer to a 4 year college.

It is important to tell community as whole to provide NITI with a community college standing.

It's very good program and should be a community college.

Make our teachers learn what they are teaching.

Sometimes instructors tend to be rigid.

This could be a very valuable place with some changes made in how it runs and instruction college teachers who have some training in teaching.

This school needs community college status but without an increase in tuition.

ALUMNI SURVEY

#57. If you could have attended any other institution, where would you have gone? Why?

Because I believe it is a quality school that looks good on a resume.
It is a good school.
After attended a technical school I now wish I would have attended a 4 yr college.
Radiology in LaCrosse or Cedar Rapids.
Popularity.
Same program available there.
To obtain a BSN.
Because cost factor - the cost is right with above average education.
BSN program and closer.
Better program.
Get out on my own; meet more people.
Because they have farm short course.
Proximity.
I am enrolled at UNI and majoring in elementary education. In my opinion, UNI has excellent teaching and education. Had friends in Cedar Rapids.
Closer to home.
They had bookkeeping course I wanted.
Because of more advanced educational facilities.
They had a 2 year respiratory tech program.
To get a bachelor degree.
Better my job opportunities-the experience of being away from home.
For the advantage of living away from home.
After I finished NITI I continued on at Clarke College.
Because it has a class for dental hygiene and I would like to go on in dentistry.
Chance to get a 4 yr degree.
Close to home.
Close to home - has years of service.
Close to my home.
Computer science program.
Continue education-since graduating from NITI, I have gotten a BS degree in Mechanical Engineering from ISU.
Credits transfer from Comm. College to U. of I.
Did tour, seemed like a good 4 yr. college.
Engineering.
Feel B.A. would help get a better job.
Finley School of Nursing--because I didn't know Mercy was switching to NITI in 1974. I transferred from a 3 yr. nursing program for Dental Hygiene.
Generic BSN college.
I didn't have the time or funds for a four degree program.
I feel they are a better school.
I have heard it's a good school.
I just finished pre-engineering curriculum at Kirkwood and this fall I will transfer to ISU.
It is a good business school and it is similar to NITI.
It is about same distance.
It's close to home.
It's close to where I live and I could have a 4 yr degree.
Law programs.
May have wanted to study other program.
Nice community and it was very well advertised.

None. Everyone I know that has gone to NITI really liked it.

Offered many of the same programs.

Only one with welding class close to home.

Opportunity to major in business.

Reputation when applying. Employment as well as excellent preparation for job applied for.

Same type of program.

Sisters have gone there.

Supposed to be a good college.

There is a BSN program now.

They are nice schools.

They offer a wider variety of studies.

To finish BSN I had started there.

To get 4 yr degree.

UW-Platteville, because I lived there, but didn't offer a nursing program of any kind.

Would have been a bigger school and farther from my house in Decorah.

Would have gone to school 4 yrs. and received B.S.N.

Would like a 4 yr. degree.

Wouldn't have attended past high school.

4 year degree.

Accounting program or a Statistical program somewhere suggested by high school instructor.

Area I was new and close but I don't feel it real complete. At that time I was interested in learning a technical skill. At the time I only wanted to go for 9 months instead of longer.

At the time in 1969, I hadn't any idea what I should do. At the time they had a program I wanted which was a good one.

Because of the RN program available--did not attend because of the cost of tuition.

Because of their business/computer courses; and court reporting programs respectively. Also, because of "dorm" life.

Business courses.

Business degree.

Close to home.

Close to home.

Close to home.

Closer but program was not as good.

Closer to home--good program.

Convenience.

Cost, location.

Could not go due to distance.

Courses will transfer to more colleges. I feel that courses at NITI will help me in the future but should also be counted in apprentice programs.

Did not like the idea of going to a 4 yr college at the time.

Dunwoody, I think their electrical program is more technical.

For a teaching degree.

For a teaching degree.

For the 4 yrs. of schooling & possibly would have had a more educational clinical.

For their excellent reputation.

Friends attended there, nice facilities, not a 4 year institution.

Hygiene program.

I attended before I went to NITI and received a BA in biology.

I hear they have a good business course.

I wanted to attend a smaller school close to my home.

I was only interested in Practical Nursing.

I would have gone to a private college out-of-state.

Kirkwood would have been closer to home, thought about ISU to gain a higher degree.

Located within blocks of my home and also they have a good reputation.
Location.
Loras has an excellent reputation throughout the U.S.
More opportunity.
No other, I wasn't ready to do any more than what I did at NITI.
Obtained bachelor's degree.
Reputation and education available.
Short term class.
Similar programs.
So I could advance and work in the eastern Iowa area.
They do have a good computer program I think.
They offer up-dating classes for law enforcement.
To complete my BSN after achieving my ADN and NITI.
To further my education and receive a college degree.
To further my education.
To get a nursing degree.
Unsure where.
Wanted into construction trade.
2nd choice - Dubuque closer to home.
Ag related college.
B.S.N. option.
Because I lived in Decorah. I went there after NITI.
Because they taught court-recorder.
Because they were closer but did offer this course.
BSN.
BSN rather than ADN.
Close to home.
Close to home.
Close to home.
Close.
Commuting distance.
Could have gone on to a 4 yr. program & all credits would transfer to obtain 4 yr. degree.
Credits would transfer to most other institutions.
Don't believe they offered my program at these.
For a four year education.
For teaching certificate.
Good programs.
Good school and lower cost.
I would have attended a major college and furthered my education. NITI was a good start.
I would like to obtain my nursing 4 year degree at a college but transcript do not transfer. Very discouraging.
In this area - B.S. degree.
It has a good accounting program.
It offered courses I was interested in.
It went from general machinist to tool & die.
Learn more business.
Location.
Location.
Location, courses.
More offerings - academic prestige.
My daughter goes there.
Need a BSN.
NITI when I attended was not prepared to teach bricklaying, instructors were administration.
Nursing program.

Reputation for a fine education.
Should have started to get a 4 yr. degree right away.
Their farm courses looked quite attractive, but didn't appear to cover the whole farming picture as well as Area I did.
They have a good nursing program.
To attend a university BSN program.
To get away from home.
To get BSN.
To obtain a 4 yr degree.
To obtain a BA.
Would have been close to home.
Would have gotten a better degree.
Would have liked to have gone for medical technician; was offered at these places but too expensive.

#78. How important would it have been if your NITI courses could have transferred to a four-year college?

I'm working on my dad's dairy farm and I always intended to work there but I wanted a degree in ag-business to fall back on in case I ever hurt myself.
I will be returning to school to complete my bachelor's. I hope that my classes will transfer.
When I enrolled they told us all credits would transfer to a 4 yr college. A few people from course went to further their education and very few of their credits transferred.
Many of my credits can be transferred to Clarke College. That is another reason I would go there.
My classes all transferred to Upper Iowa University.
I have found difficulty in transferring credits to BSN completion program.
I was sadly misled - upset since the school's credits at the time I attended do not transfer anywhere!
I am thinking of going to a 4 year college now.
Only 16 credits from NITI transferred to UNI therefore I have taken or have to take all University teaching courses.
It would help greatly if NITI credits would transfer toward a bachelor of science degree.
Am currently considering going on for B.S.
Carpentry course not applicable toward most baccalaureate degrees.
Didn't need a college education to work on farm machinery.
I felt we had some excellent educational experiences at NITI and it is a shame they don't transfer to a state university.
I would have had more knowledge, and chances are a better paying job.
If applicable to the course of study.
If I had not been a college graduate it might have been important.
It would be nice not to have to report courses already completed when continuing education.
Most of my courses did transfer to Clarke Col. I only had to go 2 more years.
NITI should have been a community college all along.
Not in auto mechanics.
Probably would have been scared to begin.
Very important.
Would have liked to get B.S. right away but not enough money.
Already have BS-ISU in Chem. & MA-Indiana Univ. in Biochem.
Am currently administrator of Public Health Nursing, would like B.S.N.

Credits have been accepted at University of Dubuque.
Essential for BSN degree.
I continued my education.
I didn't think about going on to a 4 yr. school at that time.
I had hoped to get my B.A. at Upper Iowa on a part-time, close to home basis.
I just feel I should get some credit for taking a 2 yr course.
I plan to get my bachelors degree in the future.
I transferred to a college after NITI. Wish I would have started their first.
I would like to see more courses transferable.
I wouldn't want to go to college for 4 years.
I've considered a higher degree, but would want it later when I'm older.
If you wanted to go on to college you should get credit for some classes for engineering or past education.
Some credits did transfer.
The option to transfer gives flexibility in choosing between obtaining an associate or bachelor degree.

#82. If you wish to make any comments or suggestions concerning NITI, please use the lines provided below.

I believe that NITI has the potential to be a great college some day but needs to be fine tuned in certain areas. Ag development is where I attended and it could use some better quality teachers.
Most instructors at NITI were qualified. Some instructors had the proper credentials but were not prepared for class or clinic and were difficult to talk to or work with. Some students felt the instructors and Karla Berns didn't care if they made it or not. Several students "flunked out" weeks before graduation with no sympathy or help.
What I liked about NITI was that the classes were big enough where you were counted as a person, and were give the opportunity to speak and voice your opinion. Also if you needed help, the instructors were there to give it. Also when you walk across the campus you see familiar faces--someone you would always know. NITI is an excellent school.
I think that it would benefit many people if NITI would become a community college. The colleges in Dubuque are good at accepting a certain number of credits. I think they need to work on the financial aid aspect. They don't seem to be fair in handing out financial aid especially NDSL. Overall opinion of the school is that it's tough, but if you make it through you have a lot going for you.
I feel the course in which I enrolled in was a waste of my money. Most of the classes that were taught were common sense classes, things that were not useful at all. NITI does offer good medical field courses.
Get a better job placement counselor or office.
I learned a lot. but I felt pressured. There were times I felt I needed more time to learn the lessons.
I would recommend NITI highly if asked but to take it seriously to get out what you put in.
Size was a limiting factor for farm management and limited some of the things offered and other activities compared to other community colleges (Hawkeye Tech).
I enjoyed and appreciated the opportunity to obtain my ADN, would like to get a BSN, but as a single parent am not able to at this time for financial reasons; hesitant to take out full student loans at this time.
Do something so courses transfer if you haven't already-especially for nursing.
It was run too much like a high school.

I think it should be made into a community college for students who plan on going on after NITI.

I believe strongly in NITI's program-I obtained personal growth-highly academic education.

A very good school where there is a great deal of concern put on every students education. Arrange your ADN program so that credits are easily transferred (out-of-state) and that PEPS are not needed.

Cannot answer these questions correctly as it was the first year they were open and a lot of the these services were not available back then.

How confidential can this be when you have a code number on this form and on the envelope.

I attended cosmetology when it was centered at Decorah. So for me to answer some of the questions wasn't doing true justice to you.

I felt I earned a lot in the ADN program.

I felt that some of the teachers liked the smart people. If you had a hard time learning they showed you all. But overall I thought it was very good course. A lot of hard work.

I found NITI satisfying in completing the courses so I could get full-time employment. I would have completed more courses if I could have received a college degree.

I graduated from NITI in 1978--Area I provided an excellent opportunity for me to go back to school while being married and having two children. I saw the tuition rapidly increase over the years...I felt I got excellent clinical instruction.

I had a job offer before I graduated. I took the job but continued my classes through correspondence and then graduated my class with high honors.

I really enjoyed the education and atmosphere at NITI. I feel the school matured and helped me prepare myself for my future.

I think northeastern Iowa needs a community college.

I think that the auto mechanics program should have a separate electronics course and teachers should be kept up on current auto technology and offer courses on this technology.

I thought NITI was good institute, after I graduated. Although they weren't much help in placing students in a job.

I was attending before the beautiful campus you have now. I was located in Ft Atkinson's old gym. It would be much more fun now.

I was pleased with my education at NITI. They taught the essentials I needed for the job I have and have given me more confidence in doing it. What happened to the construction tech. program. I heard it was discontinued. Why? It was excellent.

I went to school at NITI before they had their new campus at Peosta. Also when I went it was Area I Vo/Tech school. So some of my answers are relating to the school prior to the new facility which is very nice.

I would have liked to continue my education and received a college degree. I would have continued at NITI if that would have been possible.

I'm proud to be a graduate of NITI and I doubt that I could have fulfilled my dream of becoming a nurse if this vocational school had not existed.

It's too bad assistance is only available for the ones on welfare very poor not the independent student living at home while going to school.

My future wife attended Area I last year for Dental Assisting, she would have went the Oral Hygienist course if it was offered.

NITI assisted me in getting an excellent job in my community. I'm still there after numerous promotions.

NITI has changed a great deal since I attended; there seem to be many more benefits and aids, and activities.

NITI is good but I would encourage people who have the potential to go for something else in education to do so. NITI is getting better but needs some improvement.

NITI should be given credit for its courses in post graduate schools. They should be given a chance to do whatever it takes to get this credit. Please give NITI a chance. Why have an institution that doesn't meet the needs of the student in matching the job skills of jobs and colleges in the future and present.

NITI was a good school and gave me options at looking at different occupations that were and are out in the real world. Then it familiarized me with what I will run into on the job that I am hired for. Things I never new when I started school. I feel I have an advantage over others on the job because of this institute's education.

NITI was only in its first year when I attended the campus hadn't been built. I enjoyed the closeness of a small student body. I feel I received excellent instruction from Joy Schmidt in the Secretarial Program and have fond memories of the time I was NITI.

Permanent practical working facilities were not available.

Facilities offered were totally inadequate and unreasonable.

Quality institution.

Start a hygiene program.

The biggest problem I had with enrolling at NITI concerned the registrar at I.S.U. who couldn't seem to understand that I needed a copy of my transcript of 1941. I wish I had entered the accounting field years earlier.

The course was very good at the time and I have used what I learned for most of the time that I have been out. I have learned a lot on the job also, but the course I took made it a lot easier.

The instructors were very biased in their view of type of classroom teaching & also no consideration of tests, individualized instead of grouped.

The school was fine. I did find a good job and NITI worked with me to manage both. Education was too low; knew most of the info already just from high school. I worked 40 hours a week, came to school 4 hrs a week and fell behind in my studies and maintained a B average.

The thing that I liked best about NITI was the job placement and training program. I think that without my on-the-job training and experience at NITI I would not have landed a full-time job in the area of my study so quickly.

Very happy I attended NITI. I doubled to tripled my earning income and now possess an associate degree. I have high hopes of completing a BS in the next 10 yrs - when all my children are in school full-time.

1977-78 construction was going on, the staff did an excellent job of assisting in the Nursing Program at Peosta. Because I was married & had a family, I didn't take part in any of the activities.

A community college may be all right if you would change some of your staff, so that they could spend some time with you to explain. Anyone can sit in a chair and assign homework but what about correcting it and explaining-being a teacher instead of telling "off" stories that don't relate.

After I graduated. I couldn't find a job in my field of carpentry, that paid very well. So I took a job at a steel mill that pays real good. But I have used the skills I've learned quite often over the years remodeling my home.

Because I was a first yr. student the school was just getting started and the instructors were getting things going to make it easier on us students. Being out-of-state I had to pay double tuition charges which I didn't think was fair.

Carpentry instructor, Fred Westbrook, was 1st rate.

College education is a must for most good jobs today so emphasis should be on courses which prepare people to go on to college after NITI.

Dental assisting courses should transfer to another school for Dental Hygiene. I have to take a lot of the same classes over, even Radiology though I'm certified in the State of Iowa.

Fails to keep up to changing times.

Human Service program was an interesting program. I learned a lot - but still bitter over being misled about the program. I feel that NITI becoming a community college is a much needed transition. I am being told that many of my credits will not transfer due to the fact that NITI is a tech school.

I had to go back to work since my husband became ill and couldn't work. I took some refresher courses, but didn't participate in any activities.

I really think NITI was a good school. But I think it's up to the individual no matter he or she to make things happen! I was one of them looking back at it, I graduated 4 years ago. So I know I could have bettered myself! If only I could do it again, but doing well at my heating air job.

I think it is a good idea to go to a community college so you can transfer credits if you want to go back.

I think NITI was a good school, I benefited from it, learned a lot, had a good time, it also gave me on-the-job experience.

I think that NITI should become a community college. More colleges will accept their transferring credits from the transferring person, will also find you other classes to attend besides related classes to your program.

I thought NITI was well equipped. It was also a great experience for me. It has given me a chance to grow. I have a very nice job because of my attendance at NITI.

I thought the school was very well run and it is a good school. I was dissatisfied with the teacher we had. I feel they did not teach us the basics for styles to learn. We were taught the basic for styles about 50 yrs ago but nothing of the current styles. Of the 20 or so people in our class only 2 are currently in cosmetology. They need more practical experience in current styles. I thought the equipment was excellent.

I was in secretarial and going to work, then driving to Peosta for 4 hrs. is a waste of time. We should be able to work about 2 days and attend school for 3 days. If you don't have a car, it's difficult to find a ride.

Importance of course transfer and credit-this is a factor not explained well enough to students coming into NITI and taking courses which they apply for college credit, only to find few colleges accept these as transfer credits. NITI needs to become a community college to keep growing.

Instructors for ADN nursing program do not give students any self-confidence-not enough of praise. Some instructors, if they didn't like you, you failed. I was told after LPN training by staff I wouldn't "make it" as an ADN. I have been an RN for 9 yrs. and always received excellent evaluations.

It's been 14 years since I attended. I've answered this questionnaire as well as I've remembered things. Thank you for the opportunity to voice my opinions.

Leave it as a trade school so people can afford it and learn a trade that they need.

Make as many courses with credits acceptable at college levels as possible.

NITI has changed a lot since 71-73 when I went there. I had to move to Calmar to complete my Asso. Degree. Now they offer it at Peosta.

Now being a mother of 4 it's hard to imagine going back to school; I hope to someday.

Put a lot of information out in short period of time.

Since I attended NITI in the first year it was in operation and before the present campus was built, many of the items in the questionnaire are not applicable to the situation as the staff always showed concern and caring for everyone equally. They always give of themselves and their time when needed. The staff was fully prepared and presented the courses in very understandable terms. I knew what I wanted to do and did not want to spend a lot of time and money doing it. NITI was just my ticket.

They were in the process of transferring the Nursing School to NITI in 1974. I had nothing to do with the curriculum of NITI at that time.

Would have liked to have some optional courses like what is done at colleges. All my courses were set up ahead of time with no options.

A good school but could upgrade their standards a little and upgrade some teaching staff with better teachers.

As a nursing student, whose courses required more study than most NITI, I think the library should have been open in the evenings for us to utilize. I think dorms would be nice. I don't feel the community of Calmar appreciates the students patronage.

As an ADN RN I would like to continue my education, however the U of Dubuque is the only institution that accepts my credits and that is too much of a hardship at this time. I received the education at NITI that I wanted in the amount of time I was able to give.

At the time I attended NITI it was before the campus was built. My classes were held in Ossian and I was farming at my present address. I went to class in Ossian but didn't get involved in anything offered by the school other than the ag business curriculum.

Have completed the 90 hr. course in Nutrition and would like to continue on to complete 250 hrs.

I attended NITI before the campus was completed. Classes were spread out where rooms were available. So it was difficult to know other students, besides I commuted from working on home farm which took most of my time away from classroom.

I attended NITI when it was Area I. In Dubuque we didn't have a campus, we had 3rd floor in the Dubuque building downtown. I can only imagine that it's much better now at Peosta. I learned the most from my on-the-job training at the University of Dubuque Admissions Office. Good program!

I attended this college 1970-71 at Calmar when it was called Area I. By reading these questions, I can tell that NITI is quite different from what I know. Even so, I hope the answers I have given can still be of some help.

I believe it was good to switch the NITI Nursing Program to classroom lecture type from self-study/individual instructions type. I felt I would have benefited more from classroom time and more student-teacher contact.

I enjoyed attending NITI very much. My instructors at the Calmar campus were excellent! I feel going to NITI and completing there helped me very much in getting the job I have now and also the one before this. It's great to have a school to your home.

I enjoyed the people and the school. I got a job two days after I graduated and have worked at that job for 14 years. I feel it is necessary to inform you the year I attended NITI the supervisor was fired because of my class and the fact that we never received the actual instruction.

I feel they could do more to help the students find a job in their field of study.

I have gotten a very good paying job after graduating from NITI. They have good programs. Study very hard and it would be only fair if these classes were transferable.

I liked the atmosphere of small town & college but feel a Comm. College would be of great value to some programs so that continuing their education at a higher level would be easier and less expensive to obtain.

I started NITI with 1 1/2 quarters already over. Everyone was very sceptical whether I could make it. With all the assistance of everyone mostly my instructor, I finished with a 4.0. I appreciated the chance and the support!

I thought overall NITI is a good school and should be a community college, because if a person wants to go back you could transfer credits.

I was enrolled in diesel mechanics, and as far as I am concerned that program was a very worthwhile - very good program. I even recommended it to some friends. The only thing I have against the school is that it seemed to me that the attitude of some of the teachers and staff weren't very good - it seemed there were full classrooms to bring in the money - that was all that mattered. I didn't get a very good impression of the school in general. Job placement could use a little work not necessarily at getting you job - but give you some kind of idea where to look - I didn't have very good idea.

I wish the instructors would grade more on an individual basis instead on a whole or the curve system. And the instructors also help their students like talking.

I went there the first year they opened. I feel it was a good education. The improvements have been tremendous over the years. I'm very sure there's a need for this type of education in the area.

It was very disappointing to learn that many of the credits were not transferable to 4 yr nursing degree. Because of the degree of the instructors, this was not told to us before.

Keep computer programs updated. Have computer programming classes. A community and technical school would be a perfect choice for students. Bring in some Upper Iowa night classes so could complete a four degree.

Make sure it is challenging, don't advertise "job placement" when they know it won't happen.

My children attend or plan to attend community colleges in Mason City & Iowa Falls. It could be a big advantage to have a community college closer to home. When will the U of I accept ADNs at the junior level so they can finish their education?

Nursing program needs to be accredited.

Please send out lists to past graduates of courses available at night. I am married now but I would still be interested in a computer course or accounting course at night.

Record keeping in Financial Office at NITI needs improvement.

Some of the instructors could benefit from an education degree--they are familiar with their subject, but cannot always get it across to the students.

The technical fields are lacking in areas of degree capabilities. I wish there would be a way to obtain a bachelors degree without a minimal amount of having to take classes over. Most schools won't transfer the credits from another school. They want you to take it at their school.

To be an RN was a life-long goal for me. I was completely satisfied while a student at NITI. NITI gave me everything I needed and wanted to reach that goal.

When I attended NITI, I was in the child care assistant class, it would have been nice to have a certificate rather than a diploma for the program.

When I went to Calmar we studied on our own, I prefer lectures and the whole class taking the same units at the same time. I think I would have gained more from this type of training. I understand this is now being done. Good. I wish it would have been the way things were taught when I went to school.

AREA BUSINESS SURVEY

#25. Which of the following statements best describes the efforts of Northeast Iowa Technical Institute to serve your firm's training needs? Comments:

College credit would be a big help.
Daytime programs do us little good-semester too long.
Have not had the need.
Have not had the need.
I have always gone to Hawkeye Tech in Waterloo.
I have only one part-time clerical worker and have not needed to look further at this point.
Just have not had much contact with the school.
No courses offered in the travel industry.
No use for them at this time.
Not enough turnover.
Using Black Hawk County schools.
We would like to receive info on course materials, time, cost, and descriptions.
Chiropractor assistant presently taking "limited radiographer" course at NITI.
Continued education program help to upgrade my office and profession.
Help comes from seminars in agri-marketing, etc., more so than on campus study.
NITI fills many large needs in this community.
NITI has offered excellent CEC's.
We have good experience with accounting interns.
We have recently hired an employee that has participated at NITI. It is too early in commenting on the training received.

PROFESSIONAL AND SUPPORT STAFF SURVEY

#117. List the major ways in which NITI could be improved.

Add Community College Status!

Allow campuses to operate separately or move admn to Peosta. Pay greater attention to population base-Peosta!

Better communication between management and staff.

By having it as a community college.

Communication; advertising.

Community college status (not through continuing ed.)

Increase advertising budget to change image/ideas of classes offered.

Instructors should be better educated!

More flexibility of scheduling of full-time programs.

Strong/Aggressive/Futuristic leadership with budget to get things done.

Add more programs that benefit the community.

Become a community college.

Better image.

Better recruitment-unified campuses rather than competing classes offered at different times rather than secondary scheduling-classes in segments to suit nontraditional or working students.

Changing to a junior college.

Communication.

Community college status.

Develop team spirit and caring attitudes among all levels of professional staff. Increase availability for credit courses at other than regular times.

Expand offerings to area residents, increase the budget, convert the school to community college status.

Get community college status!

Give more credit courses, give more courses in a general nature in tech. program.

More public visibility-higher tech programs to attract higher quality student.

Need more problem-solving courses.

Obtain community college status; increase educational level of faculty; allow monies to go to campus with greater number of students and needs.

Offer more courses.

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